

1992

Olivet Nazarene University Biennial Catalog 1992-1994

Olivet Nazarene University
Olivet Nazarene University

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Olivet

Nazarene University



1992-1994

Catalog

For Your Information Needs . . .

The Post Office address of Olivet Nazarene University is Kankakee, Illinois 60901-0592. Mail to administrators, offices, faculty and students may be sent to this address.

The University is located in the village of Bourbonnais on the north side of Kankakee. The campus is one and a half miles southwest of Exit 315 on Interstate 57. It is at the junction of U.S. 45-52 and Illinois 102, 60 miles south of Chicago. A campus map is in the back of this catalog.

The telephone number of the university switchboard is **815-939-5011**. Through the Centrex system our operator will redirect calls for any office. Calls may also be dialed directly to offices by using the numbers listed below. Administration offices are in Burke Hall or as noted below.

Inquiries to the University may be directed to:

PRESIDENT 939-5221

General Interest of the University

VICE PRESIDENT FOR ACADEMIC AFFAIRS, ACADEMIC DEAN 939-5213

Undergraduate curriculum, instructional programs and graduate programs

ASSISTANT DEAN OF INSTRUCTION 939-5201

Student academic problems, class schedules, orientation

REGISTRAR 939-5201

Registration for classes, graduation requirements, transcripts, grades

DIRECTOR OF ADMISSIONS 939-5203

Admission of freshmen and transfer students, requests for catalogs, applications for admission and other information

DEAN OF THE SCHOOL FOR GRADUATE AND ADULT STUDIES 939-5291

Master's degree programs, degree completion for adults

DIRECTOR OF FINANCIAL AID 939-5249 Miller Hall

Applications and information on grants, loans, scholarships

STUDENT ACCOUNTS 939-5245 Miller Hall

Payment and arrangements of university student accounts

VICE PRESIDENT FOR FINANCE 939-5240 Miller Hall

Business of the university, purchasing, employment, staff positions

DEAN OF STUDENT DEVELOPMENT 939-5333 Ludwig Center

General welfare of students, campus policies, residence halls, room assignment information, policies

DIRECTOR OF STUDENT ACTIVITIES 939-5230 Ludwig Center

Campus activity calendar, Ludwig Center schedule

VICE PRESIDENT FOR DEVELOPMENT 939-5115

Requests for services of the university such as musical groups, guest speakers, etc. to churches, districts, organizations

DIRECTOR OF PUBLICITY 939-5295

News, publications, special events

CAREER COUNSELING CENTER 939-5243

Student employment and career planning

LUDWIG CENTER RECEPTION/INFORMATION DESK 939-5207

ALL OTHER OFFICES 939-5011 (24 hour service)

Cover Photo: Burke Administration Building

Photos by Gordon C. Wickersham, Editor



ONU's Concert Band completed their 75th anniversary concert with the stirring "Stars and Stripes Forever" by Sousa in McHie Arena.



1992-1994 Catalog

... a descriptive bulletin
with explanations
of programs and courses

Olivet Nazarene University
Kankakee, Illinois 60901

Telephone 815-939-5011

JOHN C. BOWLING, President

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Cover Photo: Burke Administration Building

Photos by Gordon C. Wickersham, Editor



Students elect five senior women each fall for the Homecoming Court. Miss Julie Overpeck of Indiana won the crown in 1991.

Make Olivet your first choice!

Your choice to build your life on a **solid college education** can bring dividends for the rest of your life.

Some things in life may be repeated, but you only have one **first** year in college, wherever you spend it. For that first year, you will spend some money, both for tuition and living expenses. But the **TIME** you invest cannot be regained.

Many educators agree that **the Freshman Year is the most important** for choosing personal values, study and work habits, making social adjustments and commitments, and claiming the promises of God for your life.

We invite you to consider Olivet Nazarene University, a conservative, evangelical, liberal arts university in the village of Bourbonnais on the north side of Kankakee, Illinois.

As a Christian community of teachers and students, Olivet offers you a community distinguished by enriching personal relationships, Christian values, and the highest standards.

Olivet offers first-quality academic programs that combine **a foundation of liberal arts study with a variety of career-focused majors, concentrations and minors**. Our emphasis on career preparation through 60 academic programs equips young men and women for a lifetime of effective and satisfying living.

We're clearly focused on education with Christian values and an uncompromising commitment to Jesus Christ. We all share a common view— a view that not only binds us together, but enriches our lives as well.

Olivet's faculty of 100 men and women are carefully chosen for their proficiency in teaching, character-building influence, and Christian dedication. **They are your partners**

in **“Education with a Christian Purpose.”** These professors can become your close friends as you work to integrate and organize your life and career with Christ in first place.

The Christian perspective on learning encourages you to **look beyond the facts in your studies to the deeper meanings in life.**

This perspective on learning begins with a view of God as our Creator and Lord, not starting with an attempt to consider man as the center of the universe.

The result of God’s creation is a rich area for study. It leads us back to ultimate reality. God created each member of the human race in his own image, and declared all His creation to be good. God entrusted the care and safekeeping of His creation to the human race.

We also see mankind in a fallen condition, the result of the fall of Adam, which is evidenced in human rebellion against God and righteous living. As humans we find ourselves estranged from God, and the image of God is marred by the pervasive effects of sin in the world.

This fallen condition, however, is redeemable through the grace of God because of the life, death and resurrection of His Son, Jesus Christ. **Through that grace, Christian higher education works to prepare students** for a life of service and fulfillment in the work of God in the world, as he continues to reveal Himself to people everywhere.

This Christian perspective develops **an approach to personal behavior based on sound principles, resulting in creative and preventive social actions.** Students and alumni become part of the solutions in life, not part of the problems.

To do this, we teach students **how to blend the liberal arts and professional training into “The Living Arts.”** Liberal arts means a free and complete study of all of life, combining understanding from all branches of knowledge into a coherent view of life.

The Living Arts lead students to find answers based on a firm and reasonable faith in God. **Olivet professors generate a rich learning environment** that enables students to express their questions, and discuss them from a view of God as revealed in The Bible, so they may comprehend and experience the Living Arts.



Tiger men’s varsity basketball is a thrill every year. Olivet has won four consecutive championships in District 20 to represent Illinois in the NAIA national tournament in Kansas City.



Every Olivet student has some classes in the Reed Hall of Science, whether biology, chemistry, engineering, geology, physics or mathematics.

At Olivet, serious students increase their appreciation for the past, and prepare diligently for a creative future.

Employers seek out Olivet graduates, for they know a college diploma has greater value when the person who earns it has gained the interpersonal skills, self knowledge, self esteem and personal integrity to put that college education to its best use.

Can you afford an education at Olivet? The better question may be, "Can you afford not to attend Olivet?" Affordable excellence is provided on the basis of careful financial management at Olivet.

The total costs of education, meals and housing at Olivet are reasonable among the private colleges and universities in the Midwest, and comparable to that for a student living on campus at a major midwestern state university.

Financial aid available to an Olivet student may be far greater than the amount offered to the same student to attend a community college or state university. The generous support to Olivet by Nazarene churches every year makes a **"built-in" scholarship for every student**.

And the value you receive from an education at Olivet is so much more as you commit yourself the highest principles and spiritual values.

Dollars alone cannot count the true cost or the value of a college education. Figure in also the unmeasurable value of the spiritual dimension of education at Olivet which is essential to bringing out the best in you.

College is more than classrooms, books and study. The life experiences you share with students, faculty and friends become an invaluable part of building your life on Christian principles.

These may be among the strongest reasons why Olivet becomes your first choice! We sincerely hope you will want this vital and valuable experience of an "Education with a Christian Purpose."

Matching Olivet Courses and Career Plans

Some career choices, and college majors to prepare for them, have a large number of specific course requirements. Most programs start with general foundational studies, and advance to more difficult and technical levels of understanding.

The intention of the Olivet faculty is to design each major to meet career plans and interests of students. In addition, through the **Interdisciplinary or General Studies majors**, students may combine courses to match their personal career goals which may be outside of the stated departmental plans for majors.

The usual advice to students is to take basic required courses as early as possible, conserving electives to be studied later toward achieving personal goals for advanced study and career options. Basic courses and General Education Requirements also aid students in selecting a major or confirming their choice of a career.

Electives from a broad range of subject matter are available, even within General Education Requirements, which form the foundation of “liberal arts” understanding.

The courses of study in the university are organized in 24 departments, which are grouped in **eight divisions** of studies. These are listed alphabetically by divisions on Page 7 and at the beginning of each academic division.

A **chart of majors**, concentrations within majors, and minors offered at Olivet is in Chapter 2. This chart also indicates the types of degrees offered, such as Bachelor of Arts, Bachelor of Science, Associate of Arts, etc. Details of requirements for majors and minors are listed at the beginning of each department.

Faculty members are listed with the department in which they teach, along with a description of their educational backgrounds. An alphabetical listing of faculty is also given in the Index chapter at the back of the catalog.



Students, parents, alumni and friends fill Ward Field for outstanding football games every fall, with special joy just after touchdowns.

List of Divisions, Departments and Studies at Olivet.

Courses of study are offered in 24 academic departments, which are organized in 8 divisions. These divisions are listed alphabetically on this page and in the Catalog Chapter 7 on Courses of Instruction: Business, Communication, Education, Fine Arts, Health Sciences, Natural Sciences, Religion, and Social Sciences.

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The Concert Band celebrated its 75th anniversary in 1991-92.



Orpheus Choir has presented a ministry in music since 1933.

University Singers are in their third year of presenting inspirational music.





Students and faculty leave Chalfant Hall with a spiritual uplift after chapel services twice a week.

This Catalog - Your Guide to Olivet

This catalog is your guide to the courses of study, activities and opportunities at Olivet Nazarene University.

As you read through the Purposes of the University in Chapter 1 you will understand the reasons for our course plans, majors offered, student life policies and regulations, and our personal interest in helping students who come to Olivet to achieve their maximum potential for Christian living.

Olivet is supported by the Church of the Nazarene with close ties to the 840 congregations of Illinois, Indiana, Michigan and Wisconsin. At the same time we are ecumenical in spirit, open to serve all who wish to have an "Education with a Christian Purpose."

This Catalog contains information about the undergraduate and graduate programs, and is intended to remain in force for the period for which it is issued. However, the university reserves the right to revise information, requirements or regulations at any time. Whenever changes occur, an effort will be made to notify persons who may be affected.

The material contained in **this Catalog is for information only and does not constitute a contract** between the student and the university. The university reserves the right to revise policies, amend rules, alter regulations, and change financial charges at any time in accordance with the best interest of the institution. The effective date for the policies, regulations and information of this Catalog is the beginning of the Fall Semester of the school year stated.



Hundreds of students walk through the colorful Decker Quad at the center of the campus each day, just south of the Benner Library.

The university publishes special bulletins about semester course offerings, time of classes, faculty, and other matters, prior to each term or semester. The university reserves the right to determine the number of students in each class or section. If an insufficient number of students enroll for a course, the university reserves the right to cancel the course, to change the time, or to provide a different teacher of any course in a given semester's class schedule. The university reserves the right to drop a major or minor field for lack of sufficient enrollment of students to guarantee a class size of ten or more in upper division classes.

Candidates for graduation are expected to meet the requirements for graduation of the catalog in force at the time of that graduation. In cases of hardship caused by curricular changes during a student's successive years of enrollment at Olivet, an appeal may be made to the Academic Standards Committee.

A University Life Handbook is published annually by the Dean of Student Life and Student Council. This gives more detail about campus activities, regulations and personnel policies which are pertinent to the students enrolled that year.

Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all college programs, activities, and services. Any concerns regarding discrimination on the basis of any of the foregoing protected categories should be addressed to Dr. Gary W. Streit, the university's equal employment opportunity coordinator in the Office of Academic Affairs, Burke Administration building, (815) 939-5213.

In compliance with the Drug Free Workplace Act of 1989 and Drug-Free Schools and Campuses Amendment of 1989, Olivet Nazarene University clearly prohibits the unlawful possession, use or distribution of drugs, alcohol and unlawful substances by students and employees on University property or as any part of University activities.

Olivet Nazarene University is in compliance with the Family Educational Rights and Privacy Act which is designed to protect the privacy of educational records. Details about the policy and procedures are available at the Office of the Registrar.



Dr. John C. Bowling,
President of Olivet
1991 —

Chapter 1

Education with a Christian Purpose

The mission of Olivet is expressed in the university motto, "Education with a Christian Purpose." Olivet seeks to be a place where there is true integration of faith and learning. As such, Olivet is more than just a school; it is a place where young people learn to live in harmony with God and others.

The university has always maintained a high commitment to academic excellence. The men and women of our faculty hold masters and doctoral degrees from many of the finest graduate schools of the nation. As a teaching university, Olivet is designed to provide close teacher/student contact.

Under the guidance of professors and counselors, students are assisted in completing the general education requirements and choosing a field of study. Academic endeavors and experiences beyond the classroom setting are encouraged and facilitated.

In addition to the traditional undergraduate liberal arts programs, Olivet offers graduate programs in business, education, counseling and religion. There is also a non-traditional undergraduate degree-completion program which allows working adults who have at least two years of college credit to complete their baccalaureate degree through an evening program.

Along with this commitment to learning, Olivet exists as a community where faculty, staff, administrators and students share a common faith. It is affirmed that all truth is God's truth and, therefore, cannot be segmented into secular and non-secular departments. This Christian commitment adds wisdom to learning. The spiritual and social dimensions of university life are understood as very important elements in the development of students.

The Olivet environment is positive, challenging, and redemptive. This is a place which nurtures the development of character, maturity and spiritual values. The majority of Olivet's undergraduate students are from the Church of the Nazarene. They are joined by hundreds of other students from nearly thirty denominations who also attend Olivet.

Statement of Faith

Olivet Nazarene University recognizes that there is a body of knowledge which is to be found in the humanities, the natural sciences, the social sciences, and theology, about the objective and subjective worlds. The data are available to Christian and non-Christian scholars alike through both the empirical and rationalistic methods. The University acknowledges a dualistic approach to knowledge as accommodating man's finiteness. There is no one method alone which constitutes the only avenue of truth: thus appeal is made to scripture, experience, reason and tradition.

Olivet endeavors to foster a discipline of scholarship based upon these methods of observing and interpreting the facts and experiences of life, culminating in an adequate understanding of God, man, and the world. Since Olivet is an evangelical liberal arts university, applied theology is the integrating factor in the educational experience.

Theologically, the University emphasizes the theistic view of God and man as interpreted in the Arminian-Wesleyan tradition. This view of man and the world acknowledges the presence of sin and depravity within human nature and its effect on his natural state and history.

As an indication of the commitment of Olivet Nazarene University to the historic Christian position, it affirms a statement of faith which defines its doctrinal convictions as follows:

1. That there is one God — the Father, Son and Holy Spirit.
2. That the Old Testament and the New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
3. That man is born with a fallen nature and is, therefore, inclined to evil, and that continually.
4. That the finally impenitent are hopelessly and eternally lost.
5. That the atonement through Jesus Christ is for the whole human race; and that whosoever repents and believes in the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
6. That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
7. That the Holy Spirit bears witness to the new birth, and also to the entire sanctification of believers.
8. That our Lord will return, the dead will be raised, and the final judgement will take place.

Statement of Objectives

Olivet Nazarene University is an institution of higher education, affiliated with the Church of the Nazarene, serving those who share her values and priorities. It seeks to communicate effectively the historical and cultural heritage and to provide opportunity for liberal arts education in a Christian academic community.

The University articulates its objectives in three distinct and clearly defined dimensions:

General Education Dimension

To provide general education experiences so that an educated person may:

- A. Be acquainted with both cognitive and affective dimensions of Christianity.
- B. Be able to think, write, and speak clearly and effectively.
- C. Possess understanding of the dynamic processes within and between persons and the larger systems of which each person and group are a part.
- D. Be exposed to an international culture.
- E. Be able to understand the procedures of science and the impact of scientific issues on daily living.
- F. Have an informed acquaintance with the aesthetic experience of literature and the arts.
- G. Develop attitudes and philosophies which increase personal health.

Academic-Professional Dimension

To provide opportunity for concentration in chosen areas of learning, including:

- A. An academic specialization equipping the individual for meaningful and productive living;
- B. Opportunities for basic and advanced preparation in several areas of Christian ministry, lay leadership, and churchmanship;
- C. Programs leading to further graduate or professional studies;
- D. Professional education in selected areas on the undergraduate and graduate levels;
- E. Appropriate two or three-year programs in specific areas.

Socio-Christian Dimension

To provide a Christian academic community atmosphere which is conducive to the implementation of the motto "An Education With A Christian Purpose" through:

- A. The development of a Christ-centered character in preparation for excellence in service and citizenship;
- B. An appreciation for the historical and theological heritage of the Christian church and the development of a sense of responsibility to the fulfillment of her mission;
- C. A commitment to the ethical ideals and standards of the Bible and the Church of the Nazarene;
- D. Active participation in social and political institutions of contemporary society;
- E. The development of personal and social poise, firm convictions, and consideration for the rights and feelings of others;
- F. Learning how to relate the Christian faith to the problems of world concern.

History of the University

In 1907, a group of devout people in Georgetown, Illinois, who desired a distinctly Christian atmosphere for the education of their children, started an elementary school. A year later, the group purchased several acres of land three miles south of the original location, and enlarged the school to include a secondary level of education. This community became known as Olivet, Illinois, and was to later share its name with the school located there. In 1909, the school added a college of liberal arts and became known as **Illinois Holiness University**.

The trustees of the school soon realized the wisdom of affiliating with an established denominational group whose doctrines and standards were in agreement with the founders. In October 1912, the Church of the Nazarene accepted sponsorship of the institution. By 1915 the school was known as **Olivet University**, and in 1923 it was changed to **Olivet College**.

By 1939 the enrollment of the college and academy was about 300 students. The physical plant consisted of five brick structures and several frame buildings on a 14 acre campus. In November 1939, the administration building, which housed the classrooms, offices, chapel, laboratories practice rooms and library, was destroyed by fire.

After careful consideration of the expansion program necessary to the future development of the rapidly growing college, the trustees purchased the present campus in Bourbonnais, Illinois. The school was named **Olivet Nazarene College** at that time. The name was again changed in 1986 to **Olivet Nazarene University** to reflect the diversity of academic programs and graduate studies.

Location and Transportation Facilities

Olivet Nazarene University is located in the village of Bourbonnais north of Kankakee, Illinois, sixty miles south of Chicago. The campus is situated on highways U.S. 45 & 52, Ill. 102, and near Ill. 50 and Interstate 57. Kankakee is served by Amtrak Rail Passenger Service and Greyhound Bus Line. Mail, telephone and telegraph connections are made by way of Kankakee, Illinois. Olivet receives mail through both Kankakee and Bourbonnais Post Offices. The basic mailing address is Olivet Nazarene University, P.O. Box 592, Kankakee, Illinois 60901-0592. The delivery address for United Parcel Service and other business firms is 240 East Marsile, Bourbonnais, Illinois 60914.

The 1990 census population of Kankakee County is 96,255, including 27,575 in Kankakee, 10,792 in Bradley and 13,934 in Bourbonnais.

The location provides Olivet students and faculty with many advantages. Students enrolling in Olivet Nazarene University have the opportunity of earning part of their expenses in the many factories and business firms of Kankakee County. The nearness of the school to Chicago lends the cultural advantages of the large city, and classes make field trips to many points of interest.

Campus and Facilities

The Olivet campus of 1940 in Bourbonnais included 40 acres of land and six principal buildings, four of which are still in use today. These are: Burke Administration Building (built in 1906), Chapman Residence Hall for men (1906), Miller Business Center (1926), and Birchard Gymnasium (1926).

The present campus includes 168 acres of contiguous land with 29 principal buildings. Buildings are arranged in a park-like setting on 70 acres. The other 90 acres include athletic fields, parking lots, open space and land for future development. Other academic buildings now in service are: the Reed Hall of Science (1966), Strickler Planetarium (1966), Wisner Hall for Nursing (1971), Benner Library and Learning Resource Center (1975) which combined with the Memorial Library (1956), and Larsen Fine Arts Center (1982).

Other residence halls are: Williams Hall for Women (1951), Nesbitt Hall for Women (1959), Hills Hall for Men (1962), McClain Hall for Women (1967), and Parrott Hall for Women (1970). Two smaller residence halls, Howe and Gibson, were completed in 1967.

Ludwig Center was completed in 1966 to house the student meal services, bookstore, post office, student offices and student affairs offices.

Chalfant Auditorium for chapel, convocations, concerts and varied activities was completed in 1963. Kelley Prayer Chapel (1980) was a joint venture of the school and student council.

Ward Football Field and Track were finished in 1978. Snowbarger Athletic Park was opened in 1979. The Warming House and Ice Rink were finished in 1985. An Athletic Service Center was added in 1987.

The Brodien Power Plant was rebuilt in 1969. The James Tripp Maintenance Facility was completed in 1988 near the WONU Radio Tower which was erected in 1986.

The Leslie Parrott Convocation/Athletic Center was completed in 1990, connecting with Birchard Gymnasium and Chalfant Auditorium.

Benner Library and Learning Resource Center

The Benner Library and Learning Resource Center was constructed in 1974-75 at a cost of more than \$2 million. It combines in one structure of 80,000 square feet on four floors both the new building and the Memorial Library completed in 1955.

The Library now houses over 153,000 volumes, plus some 95,000 other items (government documents, maps, audio-visual materials, records, sheet music, microfilm); receives 900 periodicals. Many back issues of periodicals and the *New York Times* are on microfilm. As a depository, the library receives U.S. Government Documents on a selective basis. Photocopiers, microfilm reader-printers and FAX services are available for student use for nominal fees. Computer searches in 400 data bases including 160 million records for resources are available at cost. The music room, with an excellent collection of records and musical scores, has listening facilities including cassette tape players and stereo headphones. An instructional media center, television studio and computer center are significant features of the Benner Library.

In addition to the conventional card catalog, a new GEAC Advance integrated computer system is now available with which students and faculty may use nine on-line terminals for author, title, key word, boolean, and subject searches of the 153,000 volumes of the library. The circulation system for students will also be handled by computer/laser scanners of books and student ID cards.



The most recent building program at Olivet includes the McHie Arena (center), connected to Chalfant Hall at the right and Birchard Gymnasium at the left, forming the Leslie Parrott Convocation Athletic Center, completed in 1990.

Chapter 2

Design for Educational Excellence

Olivet Nazarene University is committed to academic excellence. The University is accredited by the North Central Association of Colleges and Schools as a four-year bachelor's degree-granting institution. North Central has also given accreditation for Olivet's master's degree programs.

The Illinois State Department of Education has approved Olivet as a teacher training college for baccalaureate and master's degrees. These teacher education programs are also accredited by the National Council for Accreditation of Teacher Education through January 1, 1993.

The baccalaureate degree program in Nursing is approved by the National League for Nursing, and by the Committee of Nurse Examiners of the Department of Registration and Education of the State of Illinois.

The baccalaureate degree program in Dietetics is approved by the American Dietetic Association.

Olivet is a member of the National Association of Schools of Music, the American Association of Colleges for Teacher Education, Midwest Association of Graduate Schools, Associated Colleges of Illinois, the Federation of Independent Illinois Colleges and Universities, the Council for Advancement and Support of Education, the Association of Governing Boards of Universities and Colleges, the Association of Collegiate Business Schools and Programs, and the Christian College Coalition. It is a member of the Associated Colleges of the Chicago Area, with the privilege of selective use of the Argonne National Laboratories for research and educational purposes.

Olivet carries on a continuous program of self-study in the belief that improvement is a continuous process. Its faculty is competent for the duties assigned. An effort is made to bring a genuine academic challenge to every student. This is done with the conviction that the impact of Christian lives can be increased by excellence of scholarship, logical thought and effectiveness in communication. The university seeks through its curriculum, co-curricular activities, and campus citizenship to assure the priority of academic discipline and achievement.

A genuine encounter with the traditional liberal arts is felt to be the best way to assure the development of the whole person and to give balance in making the judgments required in a world of rapid change. Accordingly, Olivet Nazarene University offers the student a variety of opportunities for growth according to his aptitude and interests. These opportunities are presented through curriculum, co-curricular activities, field experiences, and the library. Teachers and counselors are ready to assist the student in planning his program, but the student has **primary responsibility for meeting requirements for graduation, licensing, certification, and graduate school admission.**

Semester Calendar and Credit Hours

The university calendar is built on two semesters of 16 weeks. The semester hour is the unit of credit at Olivet. A semester hour is equivalent to one 50-minute class period per week for a semester. It is expected that the average student will spend two hours in preparation for each period in class. In laboratory courses a two-hour period is considered the equal of one-hour recitation or lecture period.

A normal semester load is sixteen semester hours. One hundred twenty-eight semester hours are required for graduation with the Bachelor's degree. A minimum of sixty-four semester hours is the requirement for the Associate of Arts degree. All programs feature the dimension of breadth and also the dimension of depth.

General Education Basic Requirements

In order to provide the student with a broad base of experience and knowledge in the various fields of human activity, and to carry out the general aims of Christian education as outlined in the institutional objectives, special courses have been selected or developed to meet the needs of students in all degree curricula. In certain fields of study the student is required to select from among several courses according to his interest or plans for future study.

Courses numbered in the 100's and 200's should normally be completed during the freshman or sophomore years. General Education courses numbered 300 or above will be normally completed during the last two years of study. See *Classification, Chapter 6*.

Students planning a program of Teacher Education should consult special instructions related to general education in the Education Division section of this catalog.

General Education Requirements Bachelor's Degrees

Group 1. Christianity:

An educated person should be acquainted with both cognitive and affective dimensions of Christianity. Knowledge should include foundational information on the Old and New Testaments, the beliefs of the faith, our Christian heritage and the relationship between Christianity and world religions.

Learning the methods and tools of biblical interpretation and how to integrate Bible, doctrine, historical traditions, global issues, vocation, and ethics makes possible ethical decisions informed by Christian values and effective service in a local church. Moreover, the cognitive dimension enables the evaluation of actions or ideas as to whether they conform to Christian principles.

Affective goals include cultivation of an awareness of the significance of the Bible, a commitment to the beliefs, the mission, and lifestyle of Christianity, in general, and the Church of the Nazarene, where relevant.

Accomplishment of these goals should lead to the restructuring of the student's world to reflect the priorities of Christianity, i.e., to raise the level of maturity. The change can be facilitated through developing a mature appreciation for the Bible and a commitment to social transformation.

BLIT 100 Bible I.....	3
THEO 111 Christian Doctrine (Prerequisite: Bible I).....	3
BLIT 300 Bible II (Prerequisite: Bible I) Instead of BLIT 300,	
BLIT 250 must be taken by majors and	
minors in the Division of Religion, except for	
Christian Education/Church Music majors.	3
THEO 401 Church & Christian Living.....	3
Total	12

Group 2. Communication

An educated person must be able to think, write, and speak clearly and effectively. Writing, speaking, reading, and listening skills are basic to effective communication. Reading provides a range of viewpoints and in-depth information. Careful listening to authors and speakers prevents miscommunication. Writing and speaking are the primary channels of expression.

The quality of communication is connected to thinking because writing and speaking patterns parallel individual thinking processes. Therefore, the educated person must have developed the analytical and synthetical skills of critical thinking. Teachers become role models and create settings where students have to reflect on their own thought processes.

This critical thinking is best taught if connected to specific writing and speaking formats and to the content and methods of specific academic disciplines, i.e., communication across the curriculum.

ENGL 102 (4 hrs) or 103 (3 hrs) English Composition I.....	3-4
ENGL 104: English Composition II.....	3
Elective from the Speech Communication department	3
Total	9-10

Placement in English will be based on current scale:

Enhanced ACT English Score	1-13	- ENGL 095
	14-17	- ENGL 102
	18 & up	- ENGL 103

A student may not enroll in English 104 until having passed English 102 or 103 with a grade of C- or above.

Group 3. Social Sciences

An educated person should possess understanding of the dynamic processes within and between persons and the larger systems of which each person and group are a part. Such knowledge and insights should aid the student in becoming a responsible citizen of both the United States and the world community. All students should become aware of cultural diversity, the changing nature of society, and the need for a wide perspective on society.

Students should be informed of the economic, philosophical, political, pluralistic, historical, literary, and artistic heritage of the West. Courses should include a cross section of these dimensions of heritage to provide an integrated picture of Western society and its present and historical relationship to other cultures.

The study of civilization should be focused to understand contemporary problems and situations and help provide students with the intellectual base to prepare for the inevitable changes they will experience in the 21st century with the accompanying transition to modern modes of thinking and perceptions of the world.

One history course from the Department of History.....	3
Electives from two of the following areas: Economics, Home Economics, Political Science, Philosophy, Psychology, or Sociology. (All courses to be approved by the Academic Affairs Commission, and will be so indicated in semester class schedules.)	6
Total	9

Group 4. International Culture

An educated person should be exposed to an international culture. It is no longer possible to conduct our lives without reference to the wider world within which we live. A crucial difference between the educated and the uneducated person is the extent to which one's life experience is viewed in wider contexts. The curriculum should include exposure to an international culture in terms of geography, language, history, philosophy, art, literature, and religion. Moreover, a non-Western culture should be part of the international experience.

Foreign language skills are important for those working in a global economy. International students on campus, a variety of courses, and overseas experiences by faculty and some students, all are a part of the international education. The interrelatedness of living in a global community necessitates exposure to an international culture with part of the experience coming from a non-Western culture.

Students obtaining a B.A. degree must complete a foreign language through the elementary I and II levels.	8
Students obtaining a B.S. degree may choose either foreign language courses or International Culture courses approved by the Academic Affairs Commission. No more than one course may be chosen from the department of the student's major or minor to apply to the International Culture Understanding requirement.....	6
Total	6-8

Four years of High School foreign language would continue to be equivalent to the 8-hour foreign language requirement. Students with two or three years of foreign language in high school would be granted credit for the first semester of foreign language upon completion of the second semester course with a grade of C- or better.

Group 5. Natural Science and Mathematics

An educated person should be able to understand the procedures of science and the impact of scientific issues on daily living. Students should also have the ability to understand and recognize the legitimate use and interpretation of numerical data. In addition, a general competency in mathematics should be required.

The common aim is to convey a general understanding of science as a way of looking at man and the world and mathematics as a tool to interpret reality and to function within the world. The larger purpose is to help students acquire scientific literacy, defined as the capacity to follow new scientific developments in intelligent laymen's terms.

In addition, the student should understand the role of technology in society. Thus, the educated person should have an informed acquaintance with the mathematical and experimental methods of the physical and biological sciences.

Math competency: based on Math ACT score.....		0-6
Enhanced ACT Math Score	1-18: Math 101 and one additional Math course 19-21: One Math course above Math 101 22 & up: Math courses only as required by major (Math 101 or ACT of 19 will be a prerequisite to Math 105, 111, 117.)	
Laboratory Science - Biological or Physical		4-5
Additional hours from the Division of Natural Science (excluding Math for Math Competency courses).....		<u>3</u>
Total		7-14

Group 6. Literature and the Arts

An educated person should have an informed acquaintance with the aesthetic experience of literature and the arts. The arts provide access to realms of creativity, imagination, and feeling that explore and enlarge the meaning of being human in an impersonal technological society. Courses should foster a critical understanding of how persons give artistic expression to their experience of the world.

Through the examination of selected major works, students will be expected to develop and refine skills of reading, seeing, and hearing; to apprehend the possibilities and limitations of the artist's chosen medium and the means available for expression; and to understand the complex interplay between individual talent, artistic tradition, and historical context.

FINA 101 - Intro. to Fine Arts, or other courses approved by the Academic Affairs Commission. All Fine Arts courses for General Education credit must include an off-campus experience in the arts	3
Literature course from the Department of English selected from LIT 200, 223, 224, 253, 309, 354.	<u>3</u>
Total	6

Group 7. Personal Health

An educated person should develop a lifestyle which promotes personal health. Personal health encompasses all those attitudes and practices which improve one's physical and mental well-being. Students should be guided in the acquisition of lifelong habits relating to good nutrition, physical exercise, and the management of conflict and stress.

Furthermore, students should learn interpersonal skills which serve to promote the health levels of “others” including family and community as well as the world at large. This demonstrates the cooperative nature of sharing responsibility in today’s world.

Physical Activity, including PHED 150 - Life Fitness	2
Non-activity course: electives approved by the Academic Affairs	
Commission as indicated in Class Schedule.	2-3
Total	4-5
Grand Total.....	53 - 64 hours

Associate of Arts Degree Requirements

Associate of Arts degree specializations are offered for Child Development, Dietetic Technician, Science Technology, and Teacher Aide. These programs can be completed in two years and the credits may apply toward the requirements for a four-year bachelor’s degree.

For the Associate of Arts degree the general education requirements are:

	Credit hours
Group 1 – Christianity.....	6
Group 2 – Communication.....	9-10
Group 3 – Social Sciences.....	6
Group 4 – International Culture.....	0
Group 5 – Natural Science and Mathematics.....	4
Group 6 – Literature and the Arts	3
Group 7 – Personal Health.....	2
Grand Total.....	30-31 hours

For details of courses which meet the general education requirements, see the preceding section relating to requirements for bachelor’s degrees.

The Associate of Arts degree is awarded upon completion of the specific requirements of each curriculum and upon recommendation of the faculty. The following general requirements apply:

- 1. A minimum of 64 semester hours of credit;
- 2. A minimum grade point average of 2.0 (“C”);
- 3. Completion of the General Education Requirements of 30-31 hours;
- 4. Completion of the specialization, including supporting courses as approved by the department.
- 5. The student must file an application for the degree with the registrar six months prior to the expected date of graduation.

General Studies Interdisciplinary Major

Most students will find a concentration of work in the departmental or divisional major adequate to their needs at the undergraduate level. For some, the General Studies major will provide the opportunity to select from several departments courses that will contribute to their life goals.

This major is ideal for a student whose interests lie in related fields such as art, music and literature or psychology, physical education and Christian education. It also accommodates those preparing for law or medical schools. In effect it is a functional major.

This major will consist in not less than 60 semester hours of courses related to the student's declared life objective selected from more than one division of the university. Normally, this declaration is made in connection with Application for Junior Standing at the end of the sophomore year.

Application for candidacy for the degree in General Studies must be made to the Dean of the University at least two semesters before graduation. The applicant will present in writing a full statement of his vocational purpose and his reasons for believing that such a degree program will best meet his individual needs.

Upon receipt of the application, the Dean shall appoint a committee whose function it will be to accept or reject the application, to develop a plan of studies, and to determine the degree to be awarded. Once the student has been accepted as a candidate for this major he must work very closely with his committee and may not register for, nor withdraw from, any course without prior advice and approval from the committee.

Specialization for Bachelor's Degree Programs

Before admission to junior standing the student will choose an area of specialization as his major field of study. By this means the student will be enabled to examine more intensely a specific field of study and thus to gain depth and a degree of competence in using and communicating this knowledge.

The University reserves the right to drop a major or minor field for lack of sufficient enrollment to guarantee a class size of ten or more in upper division courses of that field.

There are certain instances where particular combinations of majors and minors, or requirements for certification for positions of employment for graduates, may require a student to complete more than 128 semester hours.

If a student begins one specialization or major, and then changes to another, the University cannot guarantee that he will graduate without exceeding the number of 128 hours or eight semesters of work stated as the minimum requirement for graduation.

The following chart indicates the fields in which Olivet offers programs of study. The degree or degrees to which each program leads is shown in the columns headed by degrees B.A., B.S., etc. An "x" in the minors columns indicates that a minor is offered in the field. Columns headed "Teaching" indicate which fields offer a teaching major or minor.

Majors are shown in CAPITAL LETTERS.

Concentrations, options and minors are shown in lightface type.

MAJORS, Fields of Study,
Minors and Concentrations

	Page	Bachelor of Arts – B.A.	Bachelor of Science – B.S.	Bachelor of Arts, Teaching	Bachelor of Science, Teaching	Minor	Teaching Minor	Associate of Arts
ACCOUNTING	77	X	X			X		
ART	117	X	X	X	X	X	X	
BIBLICAL LITERATURE	168	X				X		
BIOLOGY	148	X	X	X	X	X	X	
Broadcasting	98	X				X		
BUSINESS ADMINISTRATION	79	X	X		X			
CHEMISTRY	152	X	X	X		X	X	
CHILD DEVELOPMENT	86		X			X		X
CHRISTIAN EDUCATION	169	X	X			X		
Christian Ed./Church Music	170	X	X					
Church Music	129	X	X			X		
COMPUTER SCIENCE	154	X	X					
Counseling	181	X	X			X		
Dietetics	84	X	X					
Dietetic Technician	84							X
EARLY CHILDHOOD	104			X	X			
Earth & Space Science	160						X	
ECONOMICS	82	X	X			X		
Education	103			X	X			
ELEMENTARY EDUCATION	104			X	X			
ENGINEERING	157		X					
ENGLISH	91	X		X		X	X	
ENVIRONMENTAL SCIENCE	144	X	X					
Fashion Merchandising	84	X	X					
Finance, Business	79	X	X					
Foods & Nutrition in Business	84	X	X					
Family Services	84	X	X					
French	96					X	X	
General Science	147						X	
GENERAL STUDIES (Interdisciplinary)	22	X	X					
GEOLOGY	160		X			X		
Greek	167					X		
Health Education	137						X	
HISTORY, POLITICAL SCIENCE	177	X		X		X	X	
HOME ECONOMICS	83	X	X	X	X	X	X	
Journalism	98	X				X	X	
Management, Business	79	X	X					
Marketing, Business	79	X	X					
MATHEMATICS	162	X	X	X	X	X	X	
MEDICAL TECHNOLOGY	145	X	X					
MUSIC	121	X	X	X	X	X	X	
Music Performance	121	X	X					
NURSING	134		X					
Philosophy	174					X		
PHYSICAL EDUCATION	137	X	X	X	X	X	X	
Physics	159					X	X	
PHYSICAL SCIENCE (Interdisciplinary)	144	X	X	X	X		X	
Political Science	180					X		
Pre-Law, Pre-Medicine, Pre-Physical Therapy, Pre-Medical Technology, Pre-Dental, Pre-Seminary, Pre-Engineering, etc.	24	X	X					
PSYCHOLOGY	181	X	X			X	X	
RELIGION	166	X	ThB			X		
RELIGION & PHILOSOPHY	172	X						
ROMANCE LANGUAGES	95	X		X				
Science Technology	145							X
Secondary Education	103			X	X			
SOCIAL JUSTICE	186	X	X			X		
SOCIAL SCIENCE	176	X		X			X	
SOCIAL WORK	186	X	X			X		
SOCIOLOGY	186	X				X		
Spanish	97					X	X	
SPEECH COMMUNICATION	98	X				X	X	
Teacher Aide	103							X
THEOLOGY	172	X	ThB			X		

Requirements for Graduation — Bachelor's Degree

Baccalaureate degrees offered by the University are awarded upon completion of the appropriate curriculum and upon recommendation of the faculty. The following general requirements apply to Bachelor of Arts, Bachelor of Science, and Bachelor of Theology degrees:

1. A minimum of 128 semester hours of credit;
2. A minimum grade point average of 2.0 ("C");
3. A minimum of 40 hours of credit in upper division courses (courses numbered 300 or above);
4. Completion of the General Education studies of 53-64 hours;
5. Completion of a major program of study as specified by the division or department in which the major is taken or the major in General Studies described below;
6. Completion of supporting courses as specified by the major department;
7. The student taking the Bachelor of Arts degree must offer foreign language under the Group 4 general education requirement.
8. Participation in the Senior Outcomes testing programs in General Education and as may be specified by the major department.
9. The student must file an application for the degree with the registrar six months prior to the expected date of graduation.
10. Students may participate in commencement as August graduates only if they are within 12 hours of graduation by the end of the spring semester, and have filed a plan of studies with the Registrar by April 1.

Preparation for Graduate Study and Pre-Professional Study Programs

Olivet has developed degree programs which adequately prepare students for graduate and professional study in a variety of fields. Preparation for these fields may be in majors related to the professional study. Detailed programs outlining these studies at Olivet may be obtained by writing to the Director of Admissions or to the Chairman of the appropriate department.

Fields for which Olivet offers pre-professional preparation include Engineering, Law, Medicine, Medical Technology, Ministry, Physical Therapy, Psychology and Social Work.

The student planning to pursue one of the pre-professional programs is advised to ask the Registrar for assignment to the appropriate pre-professional faculty adviser. He should also become acquainted with the requirements for admission to the professional school in which he plans to study after completing his work at Olivet.

Faculty advisers for other professional programs involve the following departments: Medical Technology — Pre-Medical Technology adviser, Physical Therapy — Physical Education Department, Engineering — Engineering Department; Social Work — Sociology Department; Psychology and Counseling — Psychology Department, Law — Social Science, Business or English Departments; Ministry — Religion Division; other Medical or Health Fields — Natural Science Division or Health Science Division.



Music to warm the soul . . . part of Olivet's chapel services in Chalfant Hall. Dr. Gerald Anderson is the pianist.

Ministerial Training for the Older Student

For those who have felt their call to the ministry later in life and who are not able to take the full degree program, Olivet Nazarene University offers the Ministerial Certificate Program.

This program is described in the Catalog under the Division of Religion.

Cooperative Arrangement with Salvation Army School for Officers' Training

A cooperative arrangement has been worked out between Olivet Nazarene University and the Salvation Army School for Officers' Training in Chicago, Illinois, which permits recommended cadets to earn the Bachelor of Science degree from Olivet.

Graduate and Adult Studies

The School of Graduate and Adult Studies offers programs leading to master's degrees. Studies include Education, Religion, Business, Church Management and Pastoral Counseling. These programs are described in Chapter 8 of this Catalog and in a separate Graduate Bulletin.

Degrees offered include the Master of Arts, Master of Arts in Education, Master of Arts in Teaching, Master of Church Management, Master of Pastoral Counseling, and Master of Business Administration.

Adult studies programs lead to bachelors degree completion for those with 60 hours of college work or associate degrees.



Olivet students formed these letters on the football field the first weekend of the fall semester during Ollies Follies.

Chapter 3

University Life

Under the direction of the Dean of Student Development, a concerted effort is made to encourage the development of the whole person. Through numerous organized activities, an extensive system of counseling and guidance, a supportive residence hall program, and a well developed system of the Associated Students and Student Council, each student is encouraged to develop their full potential of leadership as a well integrated person.

Counseling Services

Olivet provides an effective counseling program which is designed to make capable and mature advisers available to students. Each entering freshman is assigned to a faculty member who serves as his academic adviser until he has chosen his major, at which time he will be assigned to his major academic adviser.

Besides the assigned adviser the student is encouraged to utilize all of the counseling services on the campus including the Dean of Student Development, Director of Student Activities, Registrar, Counseling Center Director, Director of Retention, counselors-at-large, resident directors, student resident assistants, the administrative personnel of the university, faculty, and all area pastors.

Orientation for New Students

Olivet Nazarene University seeks to assist in every way possible to orient its students to the academic, social and religious life of the university. The orientation program

consists of a variety of activities including testing, student-parent orientation sessions, and other transitional activities especially designed to assist the student in launching a successful college career.

Special orientation programs for incoming students are sponsored by the university during the summer months prior to the opening of school and at the opening of the spring semester. At this time each new student will visit the campus with his parents, participate in the advising program, register for the first semester of academic work, and make his housing selection. Special orientation sessions will be held with the parents to acquaint them with the university program.

The total orientation program is coordinated with the freshman advising program of the institution and is under the direction of the Assistant Dean of Instruction and Director of Admission.

Resident Campus Philosophy

The administration of regulations regarding student conduct is one of the responsibilities of the Dean of Student Development. Resident students are immediately responsible to the Resident Directors of the various residence halls. These persons are responsible to the President of the university through the Dean of Student Development and his staff for personal guidance to all students. Non-resident students are urged to seek the advice and counsel of the counselors-at-large, the Dean of Student Development, and the Director of Student Activities.

Policies and practices of conduct are formulated with the development of spiritual and scholastic attainments in mind. The university reserves the right to request withdrawal on the part of any student who manifests an inability or disinclination to conform to the policies.

Students are expected to observe the policies of conduct and have agreed to do so by making initial application for admission as a student. Policies of the university are in effect as long as a student is enrolled, both on campus and off, and during vacation periods. Failure to keep this commitment may result in a variety of disciplinary actions, including suspension from the university.

In compliance with the Drug Free Workplace Act of 1989 and Drug-Free Schools and Campuses Amendment of 1989, Olivet Nazarene University clearly prohibits the unlawful possession, use or distribution of drugs, alcohol and unlawful substances by students and employees on University property or as any part of University activities.

The policies of conduct are as follows:

1. All students are encouraged to be faithful in their attendance at the services of their church and are urged to support its total program.
2. Students are to abstain from the use of coarse or obscene language, profanity, tobacco, alcoholic beverages, narcotics, all forms of hallucinogenic drugs, gambling, immoral conduct, including sexual promiscuity, as well as other forms of personal dishonesty.
3. Students are to refrain from all forms of hazing and/or conduct which is destructive or disrupts the normal campus activities.
4. Students are to refrain from attending the commercial motion picture theater, dances, secular rock concerts, discotheques, night clubs, taverns, and similar forms of entertainment.

5. The possession of firearms or the possession or use of explosives of any kind is forbidden.
6. Normally it is undesirable for students to be married during the academic school year. Under certain circumstances, permission may be granted by the Dean of Student Development for students to marry during the regular student vacation periods and between semesters. In such cases it is necessary for the student to secure the counsel of the Dean of Student Development at least 30 days prior to the date of the marriage.
7. The following is a statement for guidance in the matters of dress: Olivet Nazarene University has traditionally sought Christian simplicity, modesty, and propriety in dress and appearance. (See *University Life Handbook*.)
8. Non-married students under the age of 23 who are enrolled for six hours or more per semester are required to live in university residence halls and participate in the board plan. Students enrolled for five or fewer hours or who are 23 years of age or older and who desire to live in university residence halls may do so subject to permission from the Dean of Student Development.

Non-married students in summer school under the age of 23 and enrolled for a total of five or more hours (including Sessions I and II) are required to live in university residence halls while enrolled.

Married and previously married students are not permitted to live in the residence halls.

9. All overnight or weekend campus leaves for resident students are subject to the approval of the Resident Director. Freshman students are urged to limit their weekend passes to one during the first five weeks of their first semester.
10. Arrangements for single students living off the campus must be approved by the Dean of Student Development.
11. Students who room at private residences off campus are under the same policies as students who room in the residence halls.
12. Students are expected to observe all rules and regulations governing the various residence halls. (See *University Life Handbook*.)
13. The school has the authority to formulate reasonable rules at any time in keeping with the standards and purposes of the institution.
14. The University is not liable for loss of students' personal property through theft, fire or other perils. Students are encouraged to inquire if their possessions are covered under their parents' homeowners insurance policy or other policies if desired.
15. Student Insurance. Individual needs for insurance coverage are so varied that Olivet Nazarene University does not carry any accident or health or property insurance for students. It is the responsibility of each student to care for insurance. Personal property of the student is often covered by the family homeowners policy.

Vehicles used for student transportation must be fully covered by liability and property damage insurance at all times.

It is the responsibility of the student to secure such coverage. See the Insurance section of the Catalog, Chapter 4 on **Financial Information**.

Motor Vehicles

All motor vehicles owned or operated by students are to display an official university vehicle permit. All students are to register their vehicles with the Traffic and Security Department at the time of registration or within 48 hours after securing a vehicle. Failure to register a vehicle according to these regulations may result in a fine and denial of

permit for the remainder of the semester. Single students living under university supervision, either in a university residence or in university-approved private homes, are encouraged not to maintain vehicles for personal use while enrolled at Olivet.

It is within the discretion of the university administration to disqualify any applicant or revoke a permit by reason of any one or all four of the following: (1) academic deficiency, being interpreted as falling below a grade point average of 1.75 in any grade period; (2) financial incapacity, or the inability to satisfactorily discharge financial obligations while enrolled as a student; (3) social infractions, particularly those involving the use of vehicles; and (4) excessive traffic violations. A vehicle permit may be revoked at any time by the Traffic and Security Department if it is considered that the student is misusing his vehicle privilege. A copy of Olivet's vehicle traffic and parking regulations is available to each student from the Traffic and Security office. Olivet Nazarene University is not responsible for any damage, fire, theft, vandalism, etc. to any student's vehicle.

Vehicles used for student transportation shall be fully covered by liability and property damage insurance at all times.

Associated Students and Organizations

The Student Council of the Associated Students of Olivet Nazarene University is responsible, along with the university administrative officers, to foster wholesome social and religious activities on the campus. Under its direction the various academic and social clubs carry out these various activities.

These clubs include: Accounting, Art, Aviation, Business, Cheerleaders, Circle K, Engineering, International Students, Kappa Delta Pi (Education), Kappa Omicron Phi (Home Economics), Ministerial Fellowship, Men's Residence Association, Nursing Students in Action, Phi Alpha Theta (History), Psychology, Student Educators Association, Secretarial, Student Home Economics Association, Sigma Tau Delta (English), Social Committee, Spiritual Life Committee, Varsity, Wildlife, Women's Residence Association, Aurora Yearbook, Glimmerglass Newspaper, WONU Radio, Orpheus Choir, University Singers, Concert Band.

Publications — The students at Olivet sponsor two publications: the *Aurora*, the university annual; and the *Glimmerglass*, the university newspaper. These publications provide a channel for literary and artistic expression and add greatly to the campus environment. In addition to these *The Olivetian*, a bi-monthly newspaper, is published by the university administration to communicate with students, parents, alumni, prospective students, and friends of the university.

Residence Associations — The Women's Residence and the Men's Residence Associations are designed to assist in meeting the various needs of students in residence. They endeavor to foster Christian fellowship, promote the fundamentals of etiquette, and carry on a continuous program of residence hall life improvement. Among some of the activities sponsored by these organizations are: parent weekends, coronation of homecoming queen, prayer meetings, open house, spiritual counseling, basketball tournaments, and various inter-residence hall activities. The W.R.A. and M.R.A. Councils consist of an elected president and representatives from each of the four academic classes. Membership is voluntary and open to all students living in residence halls.

Religious Organizations — The Spiritual Life Organization sponsors several religious programs and activities for the purpose of fostering a vital spiritual life on the campus and providing opportunities for Christian service.

The Spiritual Life Committee assumes responsibility for two on-campus programs, namely, Campus Ministries, which meets informally for Christian worship and fellowship; and Sunrise which is designed to maintain a missionary emphasis among the students and provide fellowship for students preparing for the mission field.

Under the direction of Campus Ministries, Prayer Band meets each Tuesday and Thursday evenings in the Kelley Prayer Chapel. These services provide a time for students to minister to students through the Word of God, song, and testimony.

Spiritual Life also directs three off-campus ministries which include: Life-Song Ministries, Disciples in Drama, and Evangelists. These organizations are responsible for the off-campus ministries of the students involving services and witnessing programs in the churches on the educational region, and ministry in the local Kankakee area through service organizations and rest homes. Every student is invited to participate in Spiritual Life activities with on-campus or off-campus interests.

Musical Organizations — The Department of Music provides students with various opportunities for musical expression through its choral and instrumental organizations. Those groups are: Brass Consort, Choral Union, University Orchestra, Concert Band, Stage Band, Handbell Choir, Orpheus Choir, and University Singers. These ensembles, together with University-sponsored quartets and trios, provide vitally important performance experience and represent Olivet locally and on the educational region.

Intercollegiate Athletics — Olivet is a member of the National Association of Intercollegiate Athletics, The National Christian College Athletic Association, and participates in intercollegiate athletic competition in the Chicagoland Athletic Conference. Intercollegiate sports for men include baseball, basketball, cross-country, football, golf, soccer, tennis, track and wrestling. Intercollegiate sports for women include basketball, softball, tennis, track and volleyball.

Intercollegiate athletics are considered an integral part of the total educational program of the university. Students who participate must be registered for a minimum of 12 hours and must meet all the eligibility requirements set forth by the university and the N.A.I.A. Through athletics the students find unique opportunities for witnessing for Christ.

In order to be eligible for intercollegiate athletic competition, students must adhere to the standards adopted by the National Association of Intercollegiate Athletics (NAIA), including the following:

1. Be enrolled in at least 12 semester hours at the time of participation. (Repeat courses should be cleared with the Registrar.)
2. Accumulate at least 24 hours of credit in the two terms of attendance immediately preceding the semester of participation. (Repeat courses previously passed cannot count toward the 24 hour rule.)
3. A second-term freshman must have earned at least 9 hours of credit during the first semester.

In addition, student athletes must remain in satisfactory scholastic standing as defined in this catalog, Chapter 6.

Intramural Athletics — Olivet Nazarene University sponsors a well balanced program of intramural athletics for men and women. The intramural program is under the direction of the Department of Physical Education. The purpose of the intramural

program is to provide a variety of activities for men, women and co-ed competition. All students, faculty and staff members will have opportunity to fill their leisure time with wholesome fun in individual and group activities. Active participation in intramurals can fulfill the need for exercise and social development.

Participation in intramural activities contributes to the physical, mental, social and spiritual health of the individual. Bodily exercise, decision-making through thinking, group participation, and using good sportsmanship are building blocks for good health.

A student must be enrolled in a minimum of six hours of studies to be eligible for participation in intramural athletics.

The Leslie Parrott Convocation Athletic Center was completed in 1990. Inside, the McHie Arena has seating for 3,000 for sports events like basketball, and 4,000 for convocations and concerts. Faculty and coaches offices, locker rooms, racquetball courts, running track, turf room and Tiger Den lounge are key elements of this \$4.3 million, 68,000 square foot building. It is directly connected to Birchard Gymnasium and Chalfant Auditorium.

Birchard Gymnasium includes basketball and volleyball courts for intramural sports, swimming pool, weight-lifting room and indoor track. Snowbarger Athletic Park has 30 acres of outdoor fields for football, soccer, baseball, one-mile jogging track, track and field facilities, tennis courts, ice rink, and locker rooms for outdoor sports.

Chapel/Convocation

The Chapel/Convocation at Olivet is a major factor in the development of a strong sense of community and common cause among students, faculty and administrators on the campus. This activity is the occasion for the Olivet community to develop and clarify values and priorities, to share in musical and dramatic performances, and to find guidance relating to the crucial choices to be made in the college years.

For a Christian university, the shared moral values and devotional themes are very effective in achieving the above purposes and in confirming the ethical teachings learned by most of the students in their homes.

Chapel/Convocation programs are normally held Wednesday and Thursday mornings in Chalfant Auditorium from 9:35 to 10:20. During revival time and other special occasions, convocation/chapels may also be held on Monday, Tuesday and/or Friday, lasting about one hour.

A. Resident Student Attendance Requirements: All resident students are required to attend all chapel/convocation services with the exception of three per semester. The absences are for personal convenience (illness, car trouble, doctors' appointments, personal problems, travel, job interviews, etc.) and must be used wisely. Only after a student exceeds this number of absences permitted will excuses for illness or other extreme circumstances be considered by the Chapel Attendance Director.

B. Non-Resident Student Attendance Requirements: Attendance by non-resident students in chapel/convocation programs is subject to the following regulations: (a) full-time students (those carrying 12 or more hours) are required to attend all chapel services; (b) attendance of part-time students may be adjusted in proportion to the academic load.

Academic Load
12 or more hours
6-11 hours
5 hours or less

Attendance Requirements
2 days a week plus convocations
1 day a week plus convocations
Optional attendance

For all non-resident students who are taking more than five semester hours of classes, the number of absences a semester will be set as the number of weekly required chapels plus one. For example, a student who attends one day a week plus convocations would be allowed two absences a semester.

C. Students with conflicts affecting Chapel/Convocation program attendance may petition to be exempt. Petitions for exemption from Chapel/Convocation attendance may be made in the Chapel Office in Chalfant Hall at the beginning of each semester. Exemptions may be granted for field trips, required field experiences, and similar cultural and educational activities related to course requirements. Conflicts with employment and other hardship situations will be considered upon receipt of a petition. All petitions are acted on by the Chapel/Convocation Committee.

D. A student registered for more than five hours a semester will not be excused from all Chapel/Convocation programs for more than two consecutive semesters.

E. Attendance is checked daily. Absences beyond the provisions of above regulations will be subject to serious disciplinary action. Three tardinesses for a student shall count as one absence.

F. A student must present a copy of his or her Request for Change in Registration (Drop and Add form) to the Chapel Attendance Director within 72 hours after it is signed officially in the Registrar's office, if it changes the student's attendance requirements and responsibilities.

G. Additional policies on Chapel/Convocations are published in the University Life Handbook and bulletins distributed by the chapel office at the beginning of each semester.

Artist, Lecture and Culture Series

Olivet has many distinguished guest speakers and groups throughout the school year sponsored by several lecture series and the Artist/Lecture Series. These programs are open to students, faculty and staff and the community.

The Artist/Lecture Series is funded in part through student activity fees and in part by admission fees. These programs have included eminent speakers like Dr. E. Stanley Jones, Dr. Wernher Von Braun, Coach John Wooden; Anthony Campolo, musical groups including the United States Navy Band, U.S. Air Force Band, the Walden String Quartet, the Roger Wagner Chorale, Chicago Symphony Orchestra String Players, Nordic Choir from Luther College, Salvation Army Chicago Staff Band, Robert Hale and Dean Wilder, Stephen Nielson and Ovid Young, plus other programs of discussion, films, music and drama.

Olivet students and faculty have received the ministry of many outstanding speakers in **chapel services and special series**. These speakers include:

Commissioner Andrew Miller, Salvation Army; Rev. E.V. Hill, Dr. Carl F.H. Henry, Dr. Oswald Hoffman, Dr. Myron Augsburg, Dr. Eugene L. Stowe, Dr. Jerald Johnson, Dr. John A. Knight, Dr. Raymond W. Hurn, Dr. William Greathouse, Dr. George Coulter, Dr. V.H. Lewis, Dr. Orville W. Jenkins, Dr. C. William Fisher, Dr. Ponder Gilliland, Bill and Gloria Gaither, Elizabeth Dole, Jean Alice Small, Shirley Dobson and many others.



Dr. and Mrs. John Bowling, at right, visit with several students near Kelley Prayer Chapel.

Chapter 4

Admissions Policies and Procedures

Olivet Nazarene University desires to enroll students who are genuinely interested in an "Education with a Christian Purpose." We believe that Jesus Christ should be the foundation and center of every individual's life. As a life can never be complete unless it finds fulfillment in Jesus Christ, neither is knowledge complete unless it is related to eternal values. The influence at Olivet is intended to be profitable as well as conducive to the highest standards of living.

Admission is based on the composite picture afforded by the student's transcripts, test scores, personal recommendations and the student's statement of interests. The Admissions Board is responsible for final action on each application.

Admission to the University does not constitute admission to any or all programs of specialization. Reasonable specific requirements are indicated under the program listing.

Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all college programs, activities, and services. Any concerns regarding discrimination on the basis of any of the foregoing protected categories should be addressed to Dr. Gary W. Streit, the university's equal employment opportunity coordinator in the Office of Academic Affairs, Burke Administration building, (815) 939-5213.

Interviews And Campus Visits

Students who are considering Olivet Nazarene University are encouraged to visit the campus to meet admissions counselors, faculty and students. While a personal interview is not required, it may be very helpful in creating a university program and career plan for the student.

Visits to the campus are especially valuable on days when classes are in session. Special days are held for larger group tours and conferences.

Individuals, families and church groups who desire a special visit to the university are invited to write or phone the Admissions Office for advance arrangements and appointments.

Counselors from the Admissions Office are available for assistance in campus visits, church services, informational programs in churches, personal correspondence and phone consultation about admission to Olivet.

Two Aspects of Admission To Olivet

Admission to Olivet Nazarene University involves both academic achievement and a commitment to a lifestyle consistent with the objectives and values of Olivet.

In signing the application for admission, a person agrees to abide by the ethical and moral principles of the university as well as to apply himself to the task of learning and mental development.

Personal Preparation for Admission

Olivet Nazarene University is concerned about the development of the whole person. The atmosphere prevalent on the campus is conducive for Christian growth and maturity.

It should be considered a privilege to become an "Olivetian." All students are expected to reflect a lifestyle that is exemplary of Olivet ideals.

As a community of students, teachers and administrators, the personnel of the university are interdependent for successful intellectual, social and spiritual growth.

The person who is accepted as a student at Olivet understands the purpose and philosophies of the university, and agrees to adhere to the rules of conduct in signing the application for admission. Policies and practices of conduct are outlined in Chapter 3 of this catalog, in the application for admission, and the Student Handbook.

High School Preparation

The student expecting to enroll at Olivet should concentrate on a college preparatory program in high school. A student with a good background in English and literature, mathematics, natural science and social science should be able to learn effectively and succeed in college studies.

The student must have a minimum of fifteen units of academic work at an accredited high school in grades nine through twelve, with a grade average of "C" or above in college preparatory subjects. The student should rank in the upper three-fourths of the graduating class.

The high school work shall include a major (three units) in English, an additional major and one minor in fields of Foreign Language, Mathematics, Natural Science, or Social Science. A major is three units of work, a minor is two units.

In certain cases where the applicant ranks in the upper half of the high school graduating class, specific major and minor requirements may be waived. Subjects acceptable in these fields include:

English: history and appreciation of literature, composition and grammar, oral composition when given as part of a basic English course.

Foreign Language: a major is three units, two of which must be in the same language; a minor is two units in the same language.

Mathematics: algebra, plane, solid and spherical geometry; trigonometry; and advanced mathematics (calculus). General mathematics may be accepted if the content of the course is essentially the same as algebra and geometry.

Natural Science: biology, botany, zoology, chemistry, physics, general science, physiology, astronomy and geology. The major must include at least three units chosen from biology, botany, zoology, chemistry or physics. The minor must have at least two units from the same subject.

Social Science: history, civics, economics, commercial or economic geography, sociology. The major must have at least one unit of history.

A student with academic deficiencies may be required to take remedial courses in reading and English. The Essentials of Learning program or the General Educational Developmental examination (GED) offer alternative methods of admission to college.

While Olivet does not normally allow enrollment in classes prior to a student's high school graduation, exceptional cases will be considered by the Admissions Board. An interview is required, and a test approved by the United States Department of Education must be passed by the applicant.

Admission Tests

The American College Test (ACT) is required of all students before final admission as freshmen. It is recommended that the test be taken in the senior year or the last semester of the junior year in high school. Information about testing locations and dates may be obtained from the high school guidance office. Olivet's ACT code number is 1112. When the test is taken, request should be made that the scores be sent to Olivet Nazarene University.

If the test was taken previously, and the scores were not sent to Olivet, write ACT in Iowa City, Iowa with the request for scores to be sent to Olivet. Notation of the scores on the high school transcript is not sufficient. The ACT is also given at Olivet during the summer during freshman orientations for students unable to take the test in their home area.

If a student has a low grade average in high school, then the ACT results are used to consider the chance of success in college.

General Educational Development Examination (GED)

Mature persons above high school age (19 and over) who have not completed high school but who have had other opportunities to develop educationally may be academically qualified for admission to Olivet by the successful completion of the General Educational Development examination. Information on testing locations and dates may be obtained from the Admissions office and most high schools.

Essentials of Learning Program

Applicants who do not meet standard admissions criteria may be admitted to the university on probation if they enroll in the Essentials of Learning Program.

This program begins the week before classes start in the fall semester, and runs for the duration of the semester. Essentials of Learning students are limited to a 14-hour course load, and are encouraged to carry minimal outside employment commitments.

Any student who fails to pass Essentials of Learning and who has not successfully completed six hours of college credit may be suspended.

Placement in the Essentials of Learning Program is dependent upon, though not limited to:

- A. A high school GPA below 2.00 in college preparatory classes.
- B. Composite score of 17 or below on the American College Test (ACT).
- C. Recommendations from high school teachers and counselors.

The Essentials of Learning Program emphasizes effective study skills techniques, individualized academic counseling, and exposure to a variety of learning strategies appropriate for courses across the curriculum. The goal of the Essentials of Learning Program is to optimize the opportunities of success for at-risk students.

Admissions Procedures for Freshmen

1. Complete the Application for Admission secured from the Admissions Office. Detailed instructions are included on the form. This may be filed in the senior year, or in the last semester of the junior year.
2. Request that the high school send a transcript of at least six semesters of work to Olivet Nazarene University, along with a recommendation from the guidance office or principal. A form is included in the admissions packet to be given to the high school. Request must also be made that the high school send the final transcript after the student has graduated from high school.
3. The student should request that the two certificates of recommendation be sent by those who fill them out directly to the Admissions Office at Olivet.
4. Arrange with the high school guidance office to take the American College Test (ACT) when convenient. This is usually taken in the spring of the junior year or during the senior year. ACT has at least five national testing dates at regional centers.

Scores from the Scholastic Aptitude Test (SAT) may be considered toward your admission, but the ACT must be taken at some time before enrollment.

5. Send the housing deposit of \$30.00 with the application for admission if the student will be living in university residence halls. See Chapter 3 on University Life for residence hall living requirements. Campus housing cannot be assigned until this deposit is submitted and the student is accepted for admission. The deposit is refundable up to 30 days prior to the start of a semester in case the student does not enroll. Rooms are assigned by the Associate Dean of Students.
6. Apply for financial aid, if needed, as early as possible in the year of enrolling in college. The Financial Aid Form (FAF) is generally available in November or December for the following school year. See the chapter on Finances and Financial Aid for more details.

7. Upon receipt of the completed application, transcripts, and recommendation forms, action will be taken by the Admissions Office. Notification of acceptance, contingent upon actual graduation from high school and receipt of the final transcript, will be sent to the student by mail as soon as possible.
8. With notification of admission, a health questionnaire and immunization form will be sent for completion. These must be filed with the university before registering for classes. They are kept in the college health office for reference by the university nurse and physician if needed.
9. A small personal photograph will be needed for the admissions file. The usual high school senior portraits (wallet size) are commonly sent.
10. New students and their parents are invited to the campus for a brief orientation period during the summer preceding the first enrollment in Olivet, or at the beginning of the spring semester. These sessions provide a more extensive introduction to the university, and opportunity to select courses and housing. Invitations will be sent by the Admissions Office to accepted students who have completed all the above steps in the admissions process. The earliest accepted students are invited to the first orientation. The orientation includes some additional diagnostic testing. Freshmen are admitted to classes only after completing the freshman testing and orientation program.
11. The deadline for filing an application for admission and transcript is: August 1 for the Fall Semester, January 1 for the Spring Semester, and June 1 for the Summer Session.

Admissions Process for Transfer Students

The same basic steps are involved for transfer students as for new freshmen, except that the high school transcript need not be sent. Transcripts of all other college work must be sent to Olivet for evaluation of transfer credit. Scores of the American College Test (ACT) are not required of transfer students.

Transfer Student Admission

Students with previous college work in other accredited colleges or universities may seek admission to advanced standing at Olivet. The regular admissions process is to be completed. Attendance at all other post-secondary institutions must be reported, and official transcripts of all this previous college work attempted must be sent, on the request of the student, directly from the college or university to Olivet.

Admission will be determined from these credentials, subject to the following conditions:

1. Students on disciplinary probation are not accepted at Olivet Nazarene University.
2. The cumulative grade point average from all previous institutions will be considered in determining admission status, initial financial aid eligibility, and initial athletic eligibility. Students who have attained a minimum cumulative grade point average according to the following schedule may be admitted in satisfactory academic standing.

Semester Hours Attempted	Minimum Cumulative GPA
1-18	1.5
19-32	1.7
33-48	1.8
49-63	1.9
64 or more	2.0

Students who fall below the above minimum standards are not making satisfactory progress and, if admitted, would be on academic probation.

3. Courses accepted for transfer must be comparable to those taught at Olivet and/or must be recognized by the Registrar as generally being applicable toward a baccalaureate degree.
4. Grades of F will not be accepted as transfer credit, but will be calculated in the grade point average for determining admission status, initial financial aid eligibility and initial athletic eligibility. After one term of attendance, only grades of courses that were accepted in transfer will apply toward the cumulative grade point average used in determining academic standing, graduation, graduation honors, financial aid and athletic eligibility.
5. A maximum of 68 semester hours will be accepted from two-year colleges as transfer credit at Olivet.
6. A maximum of 15 hours of correspondence coursework may be applied toward a degree at Olivet.
7. For additional information regarding academic standing, financial aid eligibility and athletic eligibility, refer to chapter 6, "Academic Regulations."

Unclassified Students

Guest students enrolled in a degree program in another institution may enroll in Olivet Nazarene University by presenting a letter of authorization from the Dean or Registrar of the other college, along with an application for admission.

Special students may enroll in courses not leading to degrees at Olivet Nazarene University by showing evidence of their ability to profit from the course.

Guest and Special Students must indicate their acceptance of the ideals of the university in signing the application for admission. See the section on "Unclassified Students" in the chapter on Academic Regulations.

International Student Admissions Policies

This information is for applicants for admission who are not citizens of the United States, and who already hold or plan to apply for the F-1 Student Status Visa.

Before the University may issue a form I-20 A-B to an international applicant, these conditions must be met:

1. The prospective student must complete and return a written international student application form for Olivet.
2. The prospective student must furnish official transcripts or other records of courses taken to satisfy the University that the applicant has successfully completed a course of study equivalent to that normally required of an applicant educated in the U.S.A. who is seeking admission on the same level.

3. The University requires that the prospective student demonstrate possession of adequate English language proficiency to pursue a course of study on a fulltime basis.

A minimum score of 500 is required on the Test of English as a Foreign Language (TOEFL) of all new undergraduate international students, and a minimum score of 525 is required for graduate international students. Moreover, all international students accepted for admission are required to take a standardized English proficiency test upon arrival at the University. Those students evidencing critical English language skills deficiencies will be enrolled in the "English as a Second Language" program.

4. International student applicants are required to furnish the University a statement of financial support sufficient to provide for their expenses at the University without resorting to unauthorized employment.

All questions should be referred to the International Student Affairs Office, which is a part of the Admissions Office of Olivet Nazarene University.

Readmission

A student whose enrollment has been interrupted for one regular semester or more at Olivet Nazarene University must be approved for readmission before registering for courses again. An Application for Readmission form may be obtained from the Admissions Office and filed there with the requested recommendation.

If the student has registered at another college since attending Olivet, a transcript for that work must be sent from that institution to the Admissions Office.

Not enrolling in a summer term is not considered an interruption of studies which necessitates readmission.

Orientation for New Students

Olivet Nazarene University seeks to assist in every way possible to orient its students to the academic, social and religious life of the university. The orientation program consists of a variety of activities including testing, student-parent orientation sessions, and other transitional activities especially designed to assist the student in launching a successful college career.

Orientation programs for incoming students are sponsored by the university during the summer months prior to the opening of school and at the beginning of the spring semester. At this time each new student will visit the campus with his parents, participate in the advising program, register for the first semester of academic work, and make his housing selection. Special orientation sessions will be held with the parents to acquaint them with the university program.

The total orientation program is coordinated with the freshmen advising program of the institution and is under the direction of the Assistant Dean of Instruction and Director of Admissions.

Waivers and Advanced Placement by Examination

The College Level Examination Program (CLEP) may be used to establish credit and advanced standing for students who have attended nonaccredited colleges or institutes. It may be used to establish up to 21 hours of General Education credit. Incoming freshmen ranking in the upper ten percent of their graduating class and in the upper decile on their ACT composite score may take the CLEP and Olivet English test to establish advanced standing and credit up to 24 hours. (See Chapter 5 for fees for CLEP tests and credit.)

Credit will be granted only on scores at or above the 50th percentile. Credit validated by use of the CLEP does not apply toward a major or minor unless so specified by that department. The student will be charged a \$40 fee per hour for such credit. In all cases, full academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene University. Waiver of required freshman courses will allow the student who has done superior work in high school to take more elective courses.

Students accepting credit in any of the CLEP tests should not take equivalent courses at Olivet or elsewhere, since credit cannot be given twice for the same courses.

The CLEP tests can be used to substitute for these equivalent courses at Olivet:

CLEP	Credits	ONU Course
Natural Science		
Biological	3 hours	Biology 101
Physical	3 hours	Natural Science 102
Mathematics	3 hours	Mathematics 101
Humanities		
Fine Arts	3 hours	Fine Arts 101
Literature	3 hours	Literature 200
Social Science		
Social Science	3 hours	Elective
History	3 hours	Elective

A student must receive credit in both biological and physical science in order for Olivet’s “laboratory science” requirement to be satisfied.

CLEP credit does not apply toward the intercultural understanding General Education Requirement.

Nursing, mathematics or science majors may be required to actually take the science and mathematics courses rather than accept CLEP credit. If you have questions, consult with the registrar before taking the CLEP tests.

Three hours of English Composition credit (English 103) will be granted to students who pass an institutionally administered writing sample. This writing sample will be used instead of the English CLEP test.

Credit is given for Advanced Placement test scores of 4 or 5. Further information is available from the Olivet Registrar’s Office.



This entrance to the campus from the southwest corner along Main Street in Bourbonnais includes the Plaza with flags of the United States, Wisconsin, Michigan, Indiana and Illinois — the four states of the Olivet Educational Region in the Church of the Nazarene.

Chapter 5

Financial Information

The most valuable element a student spends in college is time. One can earn more money, but cannot regain time nor spend it again.

A student can have only one freshman year in college. Therefore, the choice of the school environment, educational programs, attitudes and associations becomes a more important element than the amount of money invested in a college education.

Olivet faculty and administrators are fully committed to providing the best possible education — with a Christian purpose. This is truly **an affordable excellence worthy of a student's time as well as money.**

The education costs at Olivet are reasonable among Midwestern colleges or universities, and are made possible by generous support from the Nazarene districts which comprise Olivet's educational region.

Olivet's business office, financial aid and admissions counselors are prepared to aid students and parents in planning to meet the cost of their educational experience. Several plans or "packages" of financial aid are available to fit individual needs through a combination of payment plans, scholarships, grants, loans and employment.

Financing the University

Olivet Nazarene University is an independent liberal arts university related to the Church of the Nazarene. The 840 congregations in Illinois, Indiana, Michigan and Wisconsin have individual educational budgets which are paid annually to the university. Last year, funds received from these churches came to more than \$2 million.

Gifts from many alumni, friends, businesses, and foundations along with the church support enable the university to offer its high quality education at a tuition charge well below other independent liberal arts colleges in the area. A large number of corporate and foundation gifts are received each year, both in direct gifts and through matching gift programs with company employees.

Tuition, room, board, and fees from students make up a large portion of the operating budget of the university, unlike the state universities and community colleges which receive the major portion of operating funds from tax revenues.

Current Cash Gifts and Securities

Many friends of the university make cash gifts to the university throughout the year. Some gifts are for specific purposes, while others are for general needs. Gifts of securities and properties which have significantly increased in value are not only an asset to the university, but may also be beneficial for the donor in consideration of capital gains and income tax obligations.

All gifts to Olivet Nazarene University are eligible for consideration as income tax deductions.

Scholarship Gifts

Gifts for student scholarships may be made in two ways. 1. Gifts for scholarships may be used directly for student aid during the school year. 2. A capital fund is maintained through the Olivet Foundation, invested so that only the earnings of the gifts are awarded in scholarships each year. Gifts of \$2,000 or more may be designated as a scholarship fund named in honor or memory of the donor or a selected individual.

Recipients of these scholarships are determined by the university Scholarship and Financial Aid Committee.

The O.N.U. Foundation

The Olivet Nazarene University Foundation is an endowment fund established from donations made by many individuals over several decades. The assets of more than \$3 million are earning interest and dividends which are awarded in scholarships to qualifying Olivet students. Many of these scholarships are named for individuals and families. Applications are received from continuing Olivet students annually, and awards are made based on financial need, academic achievement and other criteria stated in the scholarship funds.

Bequests, Gift Annuities and Life Income Agreements

The ONU Foundation has a number of programs designed to assist people who wish to invest a portion of their life savings in education at Olivet. The Director of Development, Director of the Foundation, or Business Manager of the University is prepared to give suggestions and counsel, together with a donor's attorney.

General Expenses

The following is an itemized estimate of the cost of a regular course for one semester in the 1992-93 school year:

1. Registration Fee	\$10.00
2. General Fee.....	\$52.00
(Required of all students enrolled for seven hours or more, includes student activity,* student services, and mail handling fees)	
3. Tuition charges for 12 to 18 hours	\$3,462.00
For a student taking a full load of 18 hours, this is equivalent to a tuition charge of \$192.00 per hour. For more than 18 hours, the charge is \$192.00 per additional hour. For students taking a part-time load of less than 12 hours in the fall or spring semester, the tuition charge is \$289.00 per hour.	
Applied Music Tuition Additional	
Private (piano, voice, organ and orchestral instruments for one lesson per week per semester)	
\$120.00	
Class (piano, voice, and orchestral instruments per course).....	
\$60.00	
4. Room and Board (Board cafeteria style) average cost**	\$1,913.00
Total Tuition, Fees, Room and Board (Semester)	\$5,437.00
Total Tuition, Fees, Room and Board for a school year (two semesters)	\$10,874.00

Charges for the 1993-94 school year will be published in the spring of 1993 in the Class Schedule booklet for 1993-94.

*The Student Body, acting on the recommendation of the Student Council, establishes a general student activities fee from year to year. This fee takes care of the Aurora (the university yearbook), the student newspaper, artist series, and absorbs the ordinary class dues. The assessment voted by the student body is \$52.00 per semester. Occasionally the student body will vote a small fee for a special project. The above is intended to be a general guide and not an exact statement.

**Every student living in university housing will be assessed a \$100 security deposit against vandalism in the residence halls. This will be added to the school bill when the student enrolls. The deposit is to cover the cost of any vandalism in public or general areas of the residence halls during the entire school year. Damage in a residence hall for which responsibility cannot be determined will be charged on a pro rata basis to all residents during that semester. The deposit will be refunded after the student vacates university housing, following all provisions of proper checkout procedures, except that it may be offset against any indebtedness to the university. Persons known to be responsible for vandalism will be charged the full amount personally. Such amounts will not then be charged to the general security fund. Damage in a student's room is chargeable to the residents of that room, or to the person(s) known to have caused the damage.

Laboratory and Special Fees

Automobile Registration and parking per school year	
Resident student (campus residence halls)	35.00
Non-resident student.....	17.00
Change in registration after the first week.....	10.00
Graduation Fee.....	35.00
Graduate School Graduation Fee.....	50.00

ID Card replacement charge	10.00
Key Deposit for Room	5.00
Laboratory Fee, per course, per semester	
Science, Nursing, Computer, Home Economics, Physical	
Education, Business, Art, etc.)	35.00
Late Registration (one day late)	20.00
Second day and after, per day additional	2.00
Liability Insurance for Nurses, per year	25.00
Lockers, per semester	5.00
Returned Check Fee	10.00
Room Deposit	30.00
Security/Vandalism Deposit for Residence Hall Students	100.00
Student Teaching, per semester hour	12.00
Tests and Examinations (ACT, CLEP, Proficiency) per test	25.00
Credit per hour resulting from Audit, CLEP, Proficiency	40.00

Methods of Payment

1. All charges are due and payable at the time of Registration at the beginning of each semester or term. Checks should be made payable to Olivet Nazarene University. It is helpful if the student ID number is on the check. An itemized statement will be sent to the student's campus mailbox, the student's home address, or to the parent's address as specified at registration.

2. Where financial aid has been awarded, the percentage of down payment and payment of balance is calculated **after** deducting such awards. College Work-Study is not deducted, since it must be earned by hourly work. **Acceptable methods of payment are as follows:**

A. Payment in full.

B. 50% down at registration, 25% within 30 days and the balance within 60 days following registration. Interest will be charged according to the statements below.

C. 30% down at registration, 30% within 30 days and the balance within 60 days following registration. Interest will be charged according to the statements below.

D. For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment plan is available. Contact the Student Accounts Office at Olivet for more information.

3. Any financial arrangements between the University and its students will be binding only if such agreement is in printed or written form. Any arrangements concerning finances should be made with the Student Accounts Office only.

4. A 1.5% interest charge is added each billing period (usually monthly) to the balance at the beginning of the billing period, less any payments during the month. The cut-off for each billing period is usually around the 25th of the month but may vary. Interest on the unpaid balance will be charged from the day of registration. (If the balance is to be paid by a federal or state grant, interest will be reversed when the federal or state grant check is received at Olivet.)

No degree will be conferred or credits transferred until all accounts are paid in full. When clearing a student account for graduation or to receive a transcript, payment must be made by cashier's check, certified check, or personal money order if immediate clearance is needed. If payment is made by personal check, a waiting period of 45 days is necessary for the check to clear the bank.

Any student who has become delinquent through failure to make payment or proper arrangements may be disenrolled until such matters are satisfactorily taken care of with the Students Accounts Office.

5. Books and supplies must be paid for at the bookstore. We accept Visa, MasterCard, and Discover Card. Books and supplies may not be charged to the student account unless the student account has a credit balance after considering current semester charges and financial aid.

6. For further information concerning payment of student accounts, contact the Student Accounts Office in Miller Business Center, (815) 939-5245.

Room and Board

All students living in the residence halls are required to participate in the board plan. In case of withdrawal from the school the board will be refunded on a pro rata basis.

1. Rooms are rented for full semesters only. Students vacating a room during the first half of a semester will be charged a minimum of one-half the semester rate. No refunds will be made for withdrawal during the second half.

2. A student is required to pay a room deposit of \$30.00 when applying for admission. This room deposit is held until the student vacates university housing, and will be refunded provided proper check-out procedure is followed and the premises are left in satisfactory condition. The deposit will be refunded if the application for admission is not approved, or if a refund is requested before August 1, or no later than one month before the beginning of the semester for which the reservation was made.

Students who have been enrolled at the university and are leaving may request refund of the room deposit through their resident director. The refund will be mailed within 30 days if the student's account is clear.

3. A deposit of \$5.00 will be required for each room key.

4. The University is not responsible for personal property in case of theft, damage or loss by fire. In many cases a family homeowner's insurance policy will provide some coverage for a student's property "away from home."

5. Students are required to pay for any damage, other than ordinary usage, to room, furniture or fixtures, including telephone equipment, during their occupancy of the room.

6. Every student living in university housing will be assessed a \$100 security deposit against vandalism in the residence halls. This will be added to the school bill when the student enrolls. The deposit is to cover the cost of any vandalism in public or general areas of the residence halls during the entire school year. Damage in a residence hall for which responsibility cannot be determined will be charged on a pro rata basis to all residents during the semester. The deposit will be refunded after the student vacates university housing, following all provisions of proper checkout procedures, except that it may be offset against any indebtedness to the university. Persons known to be responsible for vandalism will be charged the full amount personally. Such amounts will not then be charged to the general security fund. Damage in a student's room is chargeable to the residents of that room, or to the person(s) known to have caused the damage.

Student Insurance Coverage

Individual needs for insurance coverage are so varied that Olivet Nazarene University does not carry any personal health, accident or property insurance for students.

It is the responsibility of each student to provide their own personal insurance for medical, accident, property and vehicles. In many instances, benefits of family medical and homeowners insurance policies extend to cover students while enrolled in college.

Students should check their own insurance agents or companies to be certain of coverage. Students must have a health and accident insurance program in effect while enrolled as a student at Olivet.

Vehicles used for student transportation must be fully covered by liability and property damage insurance at all times.

Withdrawals and Course Drops

If a student officially withdraws from school or drops courses, the following financial adjustments may apply:

1. Registration, General, Lab and other Special Fees: no refund.
2. Room: minimum refund of one-half if withdrawal is completed in the first half of the semester. No refund will be made during the second half.
3. Board: pro rata adjustment/refund on the unused portion as of the end of the week in which the student completes withdrawal at the Student Accounts Office and surrenders his meal pass.
4. If a student withdraws or drops his course load below 12 hours during the semester, Tuition refund will be: 1st week — 90%; 2nd week — 80%; 3rd week — 60%; 4th week — 40%; 5th week — 20%; 6th week — none.

The effective date of any withdrawal or course drop will be the date such withdrawal or drop is officially requested. The official withdrawal date is the date established by the student with the Assistant Dean of Instruction. The official course drop date is the date the drop form is returned to the Registrar. Please refer also to Chapter 6 on Academic Regulations: Change of Registration, Withdrawal from School, and Class Attendance Requirements.

Adjustments are computed as of the end of the week in which the student makes official withdrawal. Protracted absence from class does not constitute a withdrawal, and will be treated as a failure.

No refund will be made in the case of students who are asked to leave school because of violation of rules, or as a result of disciplinary action taken by the Student Personnel Committee, except board, which would be as outlined above.

Student Financial Aid

Olivet Nazarene University we believe that every qualified student should have an opportunity for a college education in a congenial Christian atmosphere. Our financial aid program is designed to help students achieve these goals.

The purpose of financial aid has been interpreted variously through the years. Financial aid has been used to (1) aid needy students, (2) attract those with demonstrated academic achievement or athletic skills, and (3) strengthen the mission of the institution.

The comprehensive financial aid program includes scholarships, grants, loans and employment opportunities.

Need-based student aid is designed to provide monetary assistance to students who, without financial aid, would be unable to pursue a college degree. Educational institutions do not have unlimited funds to provide access and choice, and to ensure retention and academic success for all students facing economic barriers to post-secondary education. Because of the limitation of funds, and given the social value of awarding aid based on need, the demonstrated financial need has become the primary criterion in the awarding of financial aid.

Need-based financial aid is dependent on an equitable and consistent system of measuring need. Although the U.S. Department of Education has approved various need analysis systems for awarding federal financial aid, all of them are based on common assumptions.

The need analysis process is designed to provide objective measurements of a family's ability to pay for higher education costs and related student expenses.

Key Assumptions Underlying Need-based Student Aid

1. Parents have the primary obligation to finance the education of their dependent children. The responsibility shifts to society only after the family's resources have been determined to be insufficient to meet the costs of education.

2. A measurement of a family's financial strength must take into account that family's income and assets, as well as its expenses and liabilities. Other factors, such as extraordinary expenses or the size of the family, may affect a family's ability to pay, and therefore must be considered.

3. To be consistent and equitable, the need analysis system must be an objective measurement of the family's present financial strength. It does not evaluate what the family used to be or what it may be in the future. It does not make value judgments about the spending patterns of families. It can only assess, as consistently as possible, the objective data of "what is."

4. The student also has a responsibility to help finance a university education. The student is the direct beneficiary of the education, and should normally share in the responsibility to pay for it. Student contributions are derived from expected summer savings, earnings during the academic year, and other assets.

The Director of Financial Aid has offices in the Miller Business Center. Financial aid counselors and the admissions office counselors are readily prepared to advise students and parents concerning application for financial aid. Correspondence regarding financial aid should be addressed to the Director of Financial Aid, Olivet Nazarene University, Kankakee, Illinois 60901-0592.

How To Apply For Financial Aid

It is the responsibility of the student and parents to complete all the necessary application forms and procedures.

All students seeking financial assistance by way of loans and grants must first have the parents or guardians complete the **Financial Aid Form (FAF)**. A student's qualification for assistance rests largely on the basis of a satisfactory grade point average together with an analysis of the financial need.

A student's eligibility for financial aid is affected by his/her academic standing. Refer to Chapter 6 on Academic Regulations for additional information on Good Standing, Retention, Eligibility, and Satisfactory Progress for Financial Aid.

The **College Scholarship Service (CSS)** is utilized to determine the financial need from the Financial Aid Form.

When it is determined the student qualifies for a grant, the grant is awarded on a non-repayable basis. Loans are awarded on the basis of repayment, usually after graduation or termination of studies.

The Olivet Financial Aid Application and the Financial Aid Form should be filed in the year the student plans to enroll, and annually thereafter for continuing financial aid. Since the Financial Aid Form requires IRS information from the immediate past year, the form may be filed not earlier than January 1, but preferably before March 1, since the earlier applicants will receive priority consideration. Applications for aid for a new freshman would normally be filed in the spring of the senior year in high school, anticipating enrollment at Olivet in the fall semester.

Applications for financial aid will be accepted at any time after the above dates, and processed as soon as possible, as long as funds for awards are available.

Awards of financial aid, including university-based loan, grant and scholarship funds, will be made only to students who have been accepted for admission to the University by the Admissions Office.

The **Financial Aid Form** may be secured from the high school principal or guidance counselor, or from the Director of Financial Aid, Olivet Nazarene University, Kankakee, Illinois 60901. After completion of this form, send it to the College Scholarship Service. On the Financial Aid Form, request that the Financial Need Analysis Report be sent to Olivet. Olivet's FAF Code Number is 1596.

Scholarships

Scholarships are awards offered on the basis of academic ability, special talents, or the personal interest of donors. These awards carry no obligation for repayment.

A number of scholarship awards are made available each year by Olivet Nazarene University. ***The scholarships at Olivet can never exceed the direct cost or generate a credit balance.*** This policy does not exclude additional scholarships or assistance from other sources.

Any scholarship offered by Olivet to an individual student is not transferable to any other school. This includes awards such as the Olivet Scholar Award, Honor Scholarship, President's Scholarship, Achievement Scholarship, Divisional Scholarship, American Studies Program, athletic scholarships, assistantships, or any other scholarship or grant program that involves institutional or ONU Foundation funds.

Olivet Scholar Award. A student who graduates from an accredited high school (public or private) with a perfect Grade Point Average (that is, all A's or 4.0), has an ACT composite score of 30-36, or is Valedictorian of the high school class, may qualify for the Olivet Scholar Award.

This scholarship is a conditional award equal to 50 percent of the tuition charge, and may be applied to direct student cost provided the student is carrying a full-time load of courses. Consideration will be given to the student's scores on achievement tests such as the American College Test or the Scholastic Aptitude Test.

The scholarship may be continued for up to four years of undergraduate work provided the student maintains a grade point average of 3.6 or better for the first year, and a cumulative g.p.a. of 3.6 or better each semester thereafter.

Honor Scholarship is a conditional award equal to 30 percent* of the yearly full-time tuition charge per academic year for up to four years of undergraduate work. It may be awarded to students who rank in the top 5 percent of their high school graduating class or who have ACT composite scores of 28-29. No formal application is needed for incoming freshmen, as the award is made on the basis of the high school transcript and/or ACT score. The high school transcript must show the rank in class.

For full-time students, credit on the student account will be made for the first year, half each semester. Recipients must enroll for and complete at least 12 credit hours per semester and maintain at least a 3.35 cumulative grade point average in order for the scholarship to be renewed.

**For students entering Olivet prior to the Fall of 1991, the Honor Scholarship continues to be \$1,000 per year.*

President's Scholarship is a conditional award equal to 20 percent* of the yearly full-time tuition charge per academic year for up to four years of undergraduate work. This may be awarded to students who rank in the top 10 percent of their high school graduating class or who have ACT composite scores of 26-27. No formal application is needed for incoming freshmen, as the award is made on the basis of the high school transcript and/or ACT score. The high school transcript must show the rank in class.

For full-time students, credit on the student account will be made for the first year, half each semester. Recipients must enroll for and complete at least 12 credit hours per semester and maintain at least a 3.00 cumulative grade point average in order for the scholarship to be renewed.

**For students entering Olivet prior to the Fall of 1991, the President's Scholarship continues to be \$500 per year.*

Achievement Scholarship is a conditional award equal to 10 percent of the yearly full-time tuition charge per academic year for up to four years of undergraduate work. This may be awarded to students who have ACT composite scores of 22-25. No formal application is needed for incoming freshmen, as the award is made on the basis of the high school transcript and/or ACT score.

For full-time students, credit on the student account will be made for the first year, half each semester. Recipients must enroll for and complete at least 12 credit hours per semester and maintain at least a 3.00 cumulative grade point average in order for the scholarship to be renewed.

Transfer students will be considered for the **Olivet Scholar Award, Honor, President's and Achievement scholarships** on the same basis as continuing Olivet students. A high school transcript and/or ACT record must be sent to the Director of Admissions, at the initiative of the student.

Only one of these academic scholarships (Scholar, Honor, President's or Achievement) may be used during any school year. Students who are awarded the Olivet Scholar Award, Honor, President's or Achievement Scholarship at Olivet who do not maintain the required cumulative grade point average may be offered the next lower level of scholarship for which the student qualifies according to the cumulative grade point average earned.

District Scholarships: The Nazarene Youth International organizations of eleven districts of the Central Education Region, Church of the Nazarene, offer several scholarships each to students from their district who attend Olivet Nazarene University. Conditions under which these scholarships are granted may be obtained by corresponding with the District N.Y.I. presidents. The current number and size of the scholarships offered are as follows:

Chicago Central: district quiz team members receive \$100; an additional \$500 is divided among those who have a perfect score at Regional Celebrate Life competition. *Illinois:* four awards of \$250 each. *Northwestern Illinois:* Two awards for Bible Quizzing: \$150 and \$100. *Indianapolis:* Two awards of \$200 each. *Northeastern Indiana:* Three awards of \$500, and one award of \$200 for quizzing. *Northwest Indiana:* \$200 to the top quizzier; two awards of \$200 each to graduating high school seniors; one award of \$200 to a current ONU student. NWMS also awards a \$200 scholarship to a Christian Service student at ONU. *Southwest Indiana:* one award of \$400 to the top quizzier. *Eastern Michigan:* \$400 general award, \$400 ministerial award and \$200 quizzing award. *Michigan:* \$1,000, and one award of \$150 to the top quizzier. *Wisconsin:* one award of \$100 quizzing.

The Olivet Nazarene University Prize for Bible Knowledge (Bible Quizzing): Olivet Nazarene University awards an annual prize of up to \$200 in tuition credit to the Nazarene high school student on each of the districts of the Central Educational Zone who best demonstrates his knowledge of an assigned portion of the Bible as a Bible quizzier, provided the District will add an equal or greater amount to the prize. Some District Scholarships above are designated by the districts to match this award. The student is nominated by the district N.Y.I. Council. This scholarship is not transferable to another student from the district. Olivet also gives a scholarship of \$250 to the top quizzier at the Olivet Regional Quiz each year.

Church Sponsored Scholarships: Many congregations of the Church of the Nazarene encourage young persons from their congregation to enroll in Olivet Nazarene University by offering general aid to all who enroll. Since the amount and terms of these awards vary, the conditions should be investigated with the pastor of the local church.

Nazarene Church Scholarships:

Because Nazarene churches of the Central Educational Region support Olivet with more than \$2 million annually, Olivet feels a special concern to assist the students of those churches to achieve their goals for Christian higher education.

First Year Student: A scholarship of \$1,000 is available for the first year a new undergraduate student from a church of the Olivet Region enrolls full time in Olivet. Students enrolling in the spring semester receive only \$500. The local church must have paid the Olivet Budget in full for the assembly year closing in the summer preceding enrollment.

District Support Scholarship: An additional scholarship of \$250 is available for the first year a new undergraduate student from a church of the Olivet Region enrolls full time in Olivet. The entire award will be offered in the first semester the student enrolls. The District must have paid the Olivet Budget in full for the assembly year closing in the summer preceding enrollment by the student.

A Church Matching Scholarship of a maximum of \$500 will be credited to the school account of a student who receives such a scholarship from a local church of the Olivet Region. The student must be an undergraduate, enrolled full time at Olivet. The church must have paid the Olivet Budget in full for the assembly year closing the summer before the year of enrollment. The local church must set scholarship guidelines that comply with the Internal Revenue Service.

Pastors and Full-time Ministerial Staff of churches of the Olivet Region: Children and dependents may receive a scholarship up to the equivalent of 25 percent of tuition. The student must be a dependent, living at home, and have never been married. The church must have paid the Olivet Budget in full for the preceeding district assembly year.

Three scholarship funds are available through the Department of Education Services, Church of the Nazarene:

The Howard H. Hamlin, M.D. Scholarship: awarded on the basis of need to students attending Nazarene institutions. The student must be studying for the ministry and maintain satisfactory academic standing. Application is made through the Olivet Financial Aid Office to Education Services.

The International Students Scholarship Fund: is made available by Widmeyer, Yeats. It is awarded on the basis of need to students from mission fields. Application is made through the Olivet Financial Aid Office to Education Services. Funds are applied to tuition only.

The General Superintendent Scholarship Fund makes \$500 scholarship awards to students upon recommendation of the president. Based on financial need. The student must be enrolled full time. Priority is given to students preparing for full- time ministry. Application is made to the president of the university.

O.N.U. Foundation Scholarships

The following scholarships are awarded, unless otherwise specified, to continuing full-time upperclass students at Olivet. Applications for these scholarships may be filed by Olivet students about the middle of the spring semester. The dollar amount listed at the end of each scholarship is the capital fund. Scholarships are awarded from the earnings of this fund.

Adamson, Dorothy Lewis, Scholarship: for worthy and needy students. \$6,500.

Allen, Lois Ann, Scholarship: provided by family and friends for children of missionaries in financial need. \$9,300.

Alumni Phonathon Scholarship: provided by ONU Almni for worthy and needy students. \$30,000.

Alvarez, Fernando G. and Mildred, Scholarship: given by their daughters, Edwina

and Marsha, for worthy and needy students preparing for full-time ministry. \$2,000.

Anderson, Leonard E., Scholarship: for majors in the Business or Accounting departments. \$2,200.

Associated Students Scholarship: established by the students of Olivet to assist their fellow students and is awarded to a worthy and needy student serving on the A.S.C. Council. 4,700.

Austin, Sylvia L., Scholarship: for worthy and needy students. \$2,400.

Barnhart, Wilma, Scholarship: for worthy and needy students. \$2,000.

Basham, Rev. and Mrs. H.I., Scholarship: provided by Dr. Milton P. and Catherine E. Kale for incoming freshmen who intend to major in Communication and have at least a B average in High School. \$3,500.

Bean, Calvin and Lenore, Scholarship: for sophomores, juniors, and seniors preparing for the ministry. \$2,000.

Bearinger, Clayton and Ada, Scholarship: for worthy and needy students. \$10,600.

Becke, Earl, Scholarship: for worthy and needy students with a Business major. \$6,000.

Beckman, Arthur, Scholarship: unrestricted and available to help worthy and needy students. \$3,000.

Benner, Merl M. and Elma, Scholarship: available to a graduate student in the Department of Religion. The award is on the basis of scholarship and need. \$4,500.

Berry, Marion Messenger, Scholarship: for worthy and needy music students. \$2,000.

Biedenharn, Joe H., Scholarship: established by Joe H. Biedenharn in 1978 to grant \$200 annually to a deserving student majoring in Art. \$4,000.

Bloom, Margaret E., Scholarship: provided by family and friends for worthy and needy students. \$5,000.

Bon, David and Carol, Scholarship: for worthy and needy students. \$4,800.

Boxell, Ruth Reader, Scholarship: provided by Ralph A. and Ruth R. Boxell for students majoring in music. \$8,500.

Brandenberg, William, Scholarship: established through the will of Mr. Brandenberg to give aid to Nursing students. \$145,000.

Business/Economic Scholarship: provided by business graduates and friends for students majoring in Business. \$14,900.

Campbell, D. Ray, Scholarship: provided by the will of D. Ray Campbell for Ministerial or Business majors. \$13,000.

Carmichael, Mayme, Scholarship: made available by Mrs. Mayme Carmichael. Any Olivet student who is a Music major is eligible. Selection is made by the music faculty, and is based on musical proficiency and need. \$3,500.

Carmichael, Vernal, Scholarship: established in memory of Dr. Vernal Carmichael. The award will be granted each year to an outstanding student of junior standing majoring in Business Administration. \$5,400.

Cassells, James and Ruth, Scholarship: provided by Marilyn Cassells for a worthy student majoring in Music. (Recipient to be recommended by Fine Arts Chairman.) \$10,000.

Chenoweth, Robert R. and Arlene J., Scholarship: for full-time worthy and needy students. \$15,000.

Churchill, James and Verda, Scholarship: for worthy and needy students. \$2,000.

Clark, Blanche S., Scholarship: provided by the will of Blanche S. Clark, for worthy and needy students. \$4,900.

Class of 1961 Scholarship: for worthy and needy students. \$2,400.

Class of 1984 Scholarship: provided by the Seniors of the Class of 1984, is to be awarded on the basis of need to a student who will be a senior during the year he/she receives this scholarship. Preference will be given to an heir of the Class of 1984. \$4,300.

Cole, John and Esther, Scholarship: established through the will of Rev. and Mrs. Cole for a Religion major, — needy student or students. \$2,000.

Colling, Debora Anne, Scholarship: established and supported by the family and friends of Deborah Anne Colling and by alumni and friends of Olivet Nazarene University's Biology Department. This award is based upon scholarship and potential for a successful career in the Biological, Biochemical, or Biomedical Sciences. \$7,500.

Cook, James V. and Louise, Scholarship: provided by Dr. and Mrs. Ronald A. McMaster to honor her parents and for music students. \$6,500.

Cox, William A., Scholarship: from the will of Mr. Cox, for worthy and needy students. \$14,000.

Crawford, James H. and Maggie (Sloan) Crawford, Memorial Fund: provided by the family of these pioneer ministers of the Nazarene Church to be used as per agreement. \$111,000.

Culp Family Scholarship: the earnings of this fund are to be used to help worthy and needy students. \$12,200.

Dawes, Gordon W. and Frances V. Scholarship: to help worthy students in pursuit of education for the ministry or missionary work in the Church of the Nazarene. \$5,000.

Decker, Dr. Gerald L., Scholarship: established by Mrs. Decker, to be awarded equally to two students majoring in Chemistry with the highest academic record at the close of their Junior year. \$10,000.

Demaray, Dr. Coral and Harriet, Scholarship: given by Dr. and Mrs. Demaray and is to be awarded to worthy and needy students majoring in Biblical Literature. \$10,900.

Deming, Harley Fred, Scholarship: provided by the will of Mr. Deming and is for worthy and needy students. \$2,600.

Doud, Harvey E. and Mary Edna, Scholarship: provided by insurance to give aid to nursing students. \$10,900.

Eilander, Grace, Scholarship: provided in her trust for worthy and needy students. \$9,400.

Farmer, Howard and Adda, Scholarship: established in 1975 for worthy and needy students. \$57,000.

Frost, Emma, Scholarship: provided by the will of Mrs. Frost for worthy and needy students. \$3,100.

Fry, Marion, Scholarship: established in honor of Marion Fry and is for worthy and needy continuing students from Wisconsin. \$23,500.

Garland, Eva, Scholarship: for worthy and needy students. \$10,000.

Garton, Franklin Defoe and Thelma Irene, Scholarship: given by the Gartons, family and friends for students majoring in Communication. \$2,600.

Gibson, Don, Scholarship: for worthy and needy students preparing for full-time Ministry. \$4,000.

Green, William and Mabel, Scholarship: given in memory of Mr. and Mrs. Green and is to be awarded to worthy and needy students. \$16,700.

Grimsley, Nellie L., Scholarship: to be used for students in preparation for definite overseas missionary service. \$3,000.

Grothaus Family Scholarship: given by family and friends for students majoring in Chemistry. \$2,400.

Gustin, Lester and Susan, Scholarship: provided by the estate of the Gustin's for worthy and needy students. \$19,400.

Hale-Wilder Scholarship: provided by Robert Hale, New York City Opera Co., and Dean Wilder, Director of Vocal Instruction, William Jewell College. It is available to Voice majors by audition before the voice faculty and the chairman of the Department of Music. \$3,500.

Harper, A.K. and Beatrice, Scholarship: established in 1959 by A. K. Harper because of his concern for needy students who are preparing for the ministry. \$14,400.

Harshman, Boyd and Libby, Family Memorial Scholarship: provided in the will of Mrs. Libby Harshman. Annual interest earned is to be divided and given to five juniors in the Division of Fine Arts that are majoring in Music—with scholarship and need a consideration. \$26,700.

Helm, Elmira M., Scholarship: made available through the will of Elmira M. Helm. Income is available each year to worthy Nazarene students from Huntington County, Indiana, administered by trustees residing in Huntington, Indiana, and applications are made through Huntington First Church of the Nazarene. \$7,500.

Hess, Dennis and Georgia, Scholarship: for worthy and needy students. \$2,000.

Hilgendorf, Penny L., Scholarship: given by family and friends as a memorial for Penny, a student at Olivet a few months in the fall of 1981. It is for worthy and needy students. \$2,500.

Hinkle, Elsie, Scholarship: available to help worthy and needy students in the Education Department. \$14,900.

Holland, Nelda D., Scholarship: provided through the Pooled Income Fund for worthy and needy students. \$15,000.

Hollingsworth, Art and Bea, Scholarship: available to a low or middle income Ministerial student, male or female, beginning with the sophomore year and continuing through graduation (not to exceed three years with the same student). \$10,000.

Hopkins, Russel G., Scholarship: established by Mrs. Russel G. Hopkins and Dr. Harlow Hopkins for Music students who major on an orchestral instrument. \$6,300.

Howe, Katherine Ruth, Scholarship: established by Miss Kathryn Ruth Howe because of her concern for needy students who are preparing for Teaching on the elementary school level. \$2,800.

Huffman, Larry K. and Dana T., Scholarship: provided by the Huffman's to help worthy and needy students. \$2,400.

Hyde, Florence, Scholarship: for worthy and needy students. \$2,400.

Indianapolis, Indiana, First Nazarene Scholarship: provided by Indianapolis First Church to give scholarship assistance to students from the church. \$33,300.

Jarvis, Elsie Sofia, Scholarship: provided in the will of Mrs. Jarvis to aid worthy and needy students. \$7,500.

Johnson, Alfred and Kathleen, Scholarship: established by Mr. and Mrs. Johnson for a worthy and needy male student in a Medical related area (other than nursing). \$2,750.

Johnson, Oscar and Bertha, Scholarship: for worthy and needy students. \$2,300.

Jones, Ira, Scholarship: given by Mr. Jones to be awarded to worthy and needy students. \$2,800.

Julius, Clarene E. and Ruth Maxine, Scholarship: established through the will of William L. Julius in honor of his deceased wife and daughter. Scholarships are awarded on the basis of scholarship and need. \$9,000.

Kale, William H. Jr. and Naomi Ruth, Scholarship: provided in honor of Mr. and Mrs. Kale by their children. \$12,000.

Kariolich, Margaret J., Scholarship: provided in the will of Mrs. Kariolich for worthy and needy students. \$5,000.

Kelley, Brad and Karen, Scholarship: provided by the Kelley's for students who are planning careers in Music arranging. \$2,500.

Kelley, Selden Dee, Scholarship: given by a fellow minister and friends and is to be awarded to worthy and needy students. \$6,400.

Kesler, James O. II, Scholarship: provided by family and friends for a ministerial student from the Northwest Indiana District. \$2,300.

Keys, Gerald L. Sr. and Celesta F., Scholarship: provided in their wills for worthy and needy students. \$51,600.

Kleinert, Fritz and Olivera, Scholarship: the earnings of this fund are to be used to help worthy and needy students. \$12,600.

Kotval, John D. Jr. and Kay, Scholarship: for ministerial students. \$4,000.

Kranich, Wanda Mae, Scholarship: given by her husband for students majoring in a Keyboard instrument. Not more than three-fourths of the earnings are to be used as scholarship grants annually during the first twenty-five years. (2009) \$4,500.

Langdon — Wooten Scholarship: provided by Mrs. Bernadine Dunfee for worthy and needy students. \$3,000.

Larsen, Naomi, Scholarship: established by friends of Mrs. Larsen in recognition of her distinguished service to Olivet. Any music student who is a Music major is eligible. Selection is made by the music faculty, and is based on musical proficiency and need. \$4,900.

Latimer, Anna, Scholarship: given by the family of Mrs. Latimer and is awarded to worthy and needy students. \$10,900.

Lemna, Mr. William F. Scholarship: Provided by Mr. Lemna for worthy and needy students. (Not more than three-fourths of the earnings are to be used as scholarship grants annually.) \$3,500

Lind, Dr. Richard T., Scholarship: given as a memorial by Mrs. Lind, for worthy and needy students. \$5,000.

Lundry, Russell, Scholarship: given by Mr. Lundry for worthy and needy students. \$5,400.

MacDonald, Robert, Scholarship: established by Robert MacDonald to provide scholarship funds for needy ministerial students. \$34,250.

Malliett, Lowell and Barbara, Scholarship: provided by Mr. and Mrs. Malliett for international students. \$5,100.

Marquart, Linford A., Scholarship: provided by family and members of the Class of 1947 for worthy and needy students. \$2,600.

Martin, Rev. Edwin C. and Pearl (Richie), Scholarship: provided by family and friends to support students preparing for Christian service. \$2,000.

Martin, Dr. E.W., Scholarship: established by family and friends of Dr. Martin. This scholarship is available to worthy students preparing for the Ministry or Missionary service. \$6,400.

Martinson, Milton and Myrna, Scholarship: established through the wills of Milton and Myrna Martinson. Awards are on the basis of scholarship and need. \$3,500.

Mason, Michigan, First Nazarene Scholarship: provided by Mason First Church to give scholarship assistance to students from the church. \$18,700.

McClain, Dr. Carl S., and Eunice, Scholarship: provided from the proceeds of his book and by family and friends for worthy and needy students. \$5,200.

McCoy, Kenneth and Doris (Sparrow), Scholarship: given in memory of Russel J. Duriex (friend and member of the class of 1937) for worthy and needy students in Medically related areas. \$10,000.

McCreary, Glen, Scholarship: for worthy and needy students. \$3,000.

Meyer, Robert Paul, Scholarship: provided by Mr. Meyer for a person (or persons) with a physical handicap. \$10,500.

Meyer, William D. and Florence I., Scholarship: provided by their son, Robert Paul, to assist a student with a disability. \$9,000.

Milner, Robert M., Scholarship: provided by Robert and Arlene Chenoweth for worthy and needy students. \$5,000.

Mingus, James E. and Judy M., Scholarship: provided in the wills of Mr. and Mrs. Mingus. The award is to be given to a student or students with average or above academic standing, with need. \$6,400.

Minor, Malvin and Christine, Scholarship: established by Albin and Marian Ludas in memory of her parents for worthy and needy students. \$3,300.

Mitten, Dr. Lloyd G. and Thelma A., Scholarship: available to qualified juniors and seniors who need help in order to complete their programs in Business and Economics. \$25,300.

Moore, Clarence T. and Jennie K., Scholarship: to be granted to full-time worthy and needy students. \$15,000.

Moore, Robert and Dottie, Scholarship: for worthy and needy students. \$2,000.

Morgan, William G. Scholarship: to assist worthy and needy students. \$2,500.

Mueller, Ethel, Scholarship: left by Mrs. Mueller in a trust and has been set up in perpetuity, a similar amount of funds available annually, to be used for aid and assistance in furthering the education of such protestant student or students as the managing officials of Olivet Nazarene University deem most worthy and needful of such aid and assistance. These funds shall be used to further advance education or training to students that are not only needful of such help, but have also shown by their character, ability and accomplishment the possibility of outstanding advancements in their particular field of endeavor. \$40,000.

Mumbower, Bessie Fern, Scholarship: provided in her will to assist worthy Ministerial students. \$29,300.

Munson, Mrs. Della Scholarship: provided through annuities for worthy and needy students. \$49,500.

Myers, Carrie M. Scholarship: established as a living memorial by her son, Francis (Pat) Myers, daughter-in-law, Dorothy Myers, and the Kocolene Oil Co. of Seymour, Ind., to assist young men and women who are studying to enter the ministry. \$25,000.

Myers, Delbert H., Scholarship: established as a living memorial by the family and friends of Delbert Myers to assist young men and women who are studying to enter the Ministry (first preference) or other worthy students. \$25,000.

Myers, Rev. Joseph T. and Connie H., Schol-

arship: provided by Robert H. and Joan M. Myers, for a student from Vermilion County, Illinois, studying to become a minister in the Church of the Nazarene. \$15,000.

Neal, Ada, Scholarship: provided by the Neal family to aid students in the Nursing department. \$5,600.

Neubert, Alvin A. and Joy E. Scholarship: provided in their wills to aid worthy Nursing students. \$43,700.

Noble, Merwin Novel Family Memorial Scholarship: to be awarded to an ONU Music Education major. \$2,000.

Nutt, Selden and Mozelle, Scholarship: provided by Rev. and Mrs. Nutt for worthy and needy students: \$4,000.

Orpheus Memorial Scholarship: This fund is in memory of the Orpheus Choir members who died from an accident Nov. 1, 1990, while the choir was on its way to the Praise Gathering in Indianapolis. Awards may be made to worthy full-time students with first preference to members of Orpheus. \$31,000.

Patterson, Vaughn L., Scholarship: given by him in loving memory of his mother, Wanda M. Starasinich, for a Kankakee County, Ill., resident student, preference given to a Bradley-Bourbonnais Community High School graduate. \$2,000.

Peffer, Paul E. and Ruth O., Scholarship: the fund provided by Mr. and Mrs. Peffer is for worthy and needy students majoring in Business. \$6,700.

Perry, Dr. Ralph E., Scholarship: given by family and friends for worthy and needy students. \$2,400.

Phillips, Marjorie L. McCoy and Harold E., Scholarship: given in memory of W.D. and Grace McCoy for worthy and needy students. \$19,000.

Pickard, Verna O., Scholarship: to be given to a senior Ministerial or Missionary student selected on the basis of need and merit. \$5,000.

Pitts, Jesse Brantson and Mary Hazel, Scholarship: for worthy and needy students. \$2,100.

Plummer, Chester, Scholarship: for Ministerial students, with preference for those planning to be evangelists. \$2,200.

Purinton, Dr. W.S., Scholarship: established by family and friends for a worthy and needy Ministerial student. \$2,600.

Reader, Paul H. and Delores A., Scholarship: for worthy and needy students. \$2,600.

Reed Scholarship: established by alumni, faculty and staff in honor of Dr. and Mrs. Harold W. Reed to provide scholarship funds for needy Ministerial students. \$41,000.

Reed Graduate Scholarship: established by Dr. and Mrs. Harold W. Reed to support a scholarship for graduating seniors in Religion who pursue graduate work in Religion at Olivet. \$8,000.

Reedy, Rev. J.C. and Nannie, Scholarship: given by the Reedy's for worthy and needy students in the Institute for Church Management program. \$10,000.

Reeves, Emily, Scholarship: provided by family and friends for worthy and needy students. \$6,000.

Reynolds, Phil, Scholarship: for worthy and needy students. \$2,500.

Rice, Paul, Scholarship: provided by family and friends to assist worthy students. \$2,000.

Ringgenberg, Raymond R. and Mabel G., Scholarship: for worthy students. \$2,000.

Roby, Cecil L., Scholarship: established as a memorial by his wife, Darlene Roby, to be awarded to worthy and needy students with a Business major. \$13,000.

Shaw, George Russel and Gertrude, Scholarship: provided in their will for worthy and needy students. \$55,500.

Smith, Sylvester and Leah, Scholarship: provided by family and friends for deserving and needy married students preparing for the ministry. \$13,500.

Sommer, Steven C., Scholarship: available to help worthy and needy students involved in social or community service. \$4,100.

Steinke, Lester L., Scholarship: given by Mrs. Lois Thomas in memory of her brother. The award is to be given to a student who does not qualify for any other scholarship and who has an intense desire to receive an education. He or she may be a freshman or upper class person, with preference being given to the freshman. Ambition, rather than scholastic achievement, is to be the criteria. \$2,000.

Stevenson Scholarship Fund: provided by L. Stevenson for worthy students in Nursing, male or female. \$10,000.

Stewart, Virgie, Scholarship: established by the faculty and staff ladies of Olivet in memory of Mrs. Virgie Stewart. An award will be made each year to a student of junior standing with a major in Modern Languages. \$3,500.

Strickland, Evert C. Scholarship: provided by him in memory of his brother, Rev. Raymond Strickland, for students majoring in Education, with high scholastic record and need. \$3,000.

Strickler, Dr. Dwight and Esther, Scholarship: to be awarded to worthy and needy students majoring in Science. \$4,900.

Thomas, Dr. Weldon L. and Juanita M., Scholarship: provided by Dr. and Mrs. Thomas for worthy students. \$2,000.

Thornton, Clarence and Georgia, Scholarship: for ministerial students from Wisconsin, with preference to a married student. \$2,900.

Toland, Don and Beverly, Scholarship: given by the Tolands to assist a student preparing for a career in Broadcasting. \$3,000.

Transcript Scholarship: to aid worthy students. \$5,100.

Tucker, J. Paul and Lenore, Scholarship: provided by Mrs. Tucker for worthy and needy Ministerial students. \$5,000.

Watseka Friends Church Scholarship: provided by Clara Honeywell Canady and her brother Howard Herbert Honeywell, members of the Watseka Friends Church 1921-1981, and is for worthy and needy students. \$2,000.

Weber, Donald H. and Beverly A., Scholarship: funded by Mr. and Mrs. Weber for children of missionaries or pastors, junior or senior status, with a 3.0 or better grade point average. \$35,000.

White, Dr. S.S., Scholarship: established by family and friends to provide scholarship funds for upper class students majoring in Theology. \$2,900.

Whittridge, Fern, Scholarship: unrestricted and available to help worthy and needy students. \$2,700.

Williams, Lulu, Scholarship: provided in the will of Mrs. Williams for worthy and needy students. \$21,900.

Williams, Mike and Dee, Scholarship: provided by Mr. and Mrs. Williams is available to all worthy and needy students from Wisconsin. \$26,800.

Wisner, Gerett, Scholarship: made possible by Mr. and Mrs. Gerett Wisner for the purpose of assisting juniors and seniors in the Department of Nursing Education. \$21,300.

Zimmerman, Iris Eileen, Scholarship: provided in the will of Mrs. Zimmerman for worthy and needy students. \$3,500.

Grants-In-Aid

Pell Grants are provided by the Department of Education of the U.S. Government to all students who qualify on the basis of need. The Financial Aid Form application for the Grant may be secured from Olivet Nazarene University or from any high school. The awards in 1992-93 will probably range from \$200 to \$2,400.

Supplemental Educational Opportunity Grant (SEOG) may be given to students with exceptionally high need. The SEOG is awarded through the university from funds allocated to the school by the federal government. Each award is based on the analysis report of the Financial Aid Form. The average award at Olivet is \$1,000 per year.

Illinois Student Assistance Commission Monetary Award: (ISAC) The State of Illinois provides financial assistance to all residents of the state who show a need for college assistance on an annual application. This grant may cover tuition and fees to a maximum of \$3,500 a year (1991-92). The application (Financial Aid Form) is available at Olivet or any Illinois high school. The award amounts are contingent upon legislative action each year.

Other State Grants: Residents outside the State of Illinois should inquire into the availability of state grants for college education which may be applied toward their education at Olivet. The states of Vermont, Massachusetts, Pennsylvania and New Jersey are among those who will permit students to transfer state grants to out-of-state private schools.

College Work Study: (CWSP) Campus work through the College Work-Study Program is available to students who qualify by way of the Financial Aid Form. An eligible student could earn up to a maximum of \$1,500 per academic year. This would require an average of 12 hours of work per week.

Family Grant, a 15 percent discount of tuition (only) is awarded when two or more unmarried, dependent students from the same immediate family, or husband and wife, or parent and dependent(s) are enrolled as full-time undergraduates in an academic year. The discount will be awarded to each qualifying student, and will extend for the period of undergraduate concurrent enrollment. The maximum number of years of eligibility is four. *Students enrolled in the Adult Studies (PLS) degree completion programs are ineligible.*

Loan Funds

Perkins Loans (formerly National Direct Student Loans – NDSL): Olivet Nazarene University participates in the student loan program sponsored by the U.S. Department of Education. A maximum of \$9,000 in 4 years of undergraduate study may be awarded in these loans. A Financial Aid Form must be submitted annually for evaluation of need by the College Scholarship Service. Forms and instructions are available through the university Financial aid Office.

Stafford Loans (formerly Guaranteed Student Loans – GSL): All students who wish to borrow through the Stafford Loan program must complete the Financial Aid Form each year for a needs analysis. Ability to participate in the Stafford Loan program is based upon calculated need. A maximum of \$17,250 during the time required to achieve an undergraduate degree may be borrowed by qualified students.

Loans during the first and second years of college study are limited to \$2,625 a year. Loans in the third, fourth and fifth years may be up to \$4,000 a year.

Qualified graduate students may borrow up to \$7,500 per academic year.

Repayment of Stafford Loans (GSL), and Perkins Loans: Repayment of these loans begins after a student has completed studies. The Federal Government assumes interest obligations during the time of school attendance plus a grace period succeeding termination or graduation (whichever is sooner). The length of the grace period varies with each program. Terms and conditions of repayment are provided on the promissory note signed by the borrower. At the end of the grace period, the borrower assumes interest responsibility at a low rate on any outstanding balance. These policies are subject to annual approval of the federal government.

Illinois Opportunity Loan Program. The Illinois Student Assistance Commission (ISAC) offers this low-interest program to students who do not qualify for need-based financial aid. Since it is not a federally-subsidized program, borrowers are required to pay interest while they are in school. Borrowers must be enrolled full time at the sophomore level or above in a degree program. The minimum loan amount is \$1,000. The maximum cannot exceed the Stafford loan limits.

Student Employment

The university Counseling Center office serves students and potential employers with referrals and job requests for both campus and community employment. Our students have earned a high reputation for reliable service in the Kankakee business community.

Part-time employment is available primarily for those who need to earn expense money for personal needs. Types of jobs include secretaries, office workers, janitors, food service, typists, paper graders, receptionists, chapel checkers, store clerks, cashiers, and other miscellaneous types of work. In most cases, campus jobs require at least two successive hours free from classes on a daily basis.

Although a large number of students work during the regular school year, the university does not recommend that freshmen endeavor to work more than 10 hours a week during the first semester.

Approximately 700 students have employment in campus jobs during the school year. Priority for campus employment is given to those who qualify for College Work Study aid.

Students with the highest estimated financial need as determined by the College Scholarship Service from the Financial Aid Form will be given first opportunity for any available College Work Study positions.

Financial Assistance for Veterans

To assist students who qualify for benefits from the Veteran's Administration, Olivet has a counselor in the Registrar's Office who specializes in these programs.



The ONU Foundation investment committee plans wisely for more than \$3 million which has been donated to earn money for scholarships to Olivet students. Dr. Richard M. Jones is chairman. Others on the committee are Douglas Perry, vice president for finance; Dr. Norman W. Bloom, executive secretary; Dr. L. G. Mitten, treasurer, and Diane Schaffsma, auditor.



Olivet's Board of Trustees are selected from 800 Nazarene churches of four states: Illinois, Indiana, Michigan and Wisconsin.



Binocular microscopes enable biology students to view cellular tissue more clearly in science labs.

Chapter 6

Academic Regulations

Olivet's academic regulations constitute a readable map for student, counselor, professor and general reader. Each member of the academic community should familiarize himself with the directions for it is the official guide to each of the educational destinations offered by the University.

The liberal arts program offers every student, whatever his particular interest or vocational intention, an education built on a steady foundation of studies in a variety of subjects. This leads to a mature level of lifelong learning which surpasses limited training for a narrowly defined vocational field that may become obsolete in a few years.

Career planning is strongly encouraged through counseling with faculty members and the professional staff of the Counseling Center.

The General Education Requirements provide a foundation of study in all the divisions of the university which may be helpful to a student selecting or confirming a career decision.

Registration

All students eligible to register (students enrolled in the preceding regular session and new or re-entering students who have completed application and have been accepted) will be supplied by the Registrar with directions for registration. Students are advised by members of the faculty and must file properly approved study lists with the Registrar during the registration period. Pre-registration service is provided by the Registrar's Office. Registrations not completed by the close of the listed registration days (see calendar) will require a fee of \$20.00 to cover the additional expenses of late registration procedure. An additional late fee of \$2.00 per day will be charged beginning the second day after registration day.

A student will not be permitted to register for any course including directed study and special topics after the first two weeks of the semester without the written approval of the Academic Dean. A faculty member may determine an earlier closing date for a particular course.

No student will be permitted to register for any course if, in the judgment of the instructor in charge, he lacks sufficient preparation to undertake the work. An instructor may, with the approval of the Academic Dean, drop from a class any student who shows marked delinquency in attendance, who neglects his work, or who proves incompetent to pursue the work of the course.

The normal student load is sixteen hours of class work in a week. No student will be permitted to register for more than eighteen hours, inclusive of physical education, without the special permission of the Committee on Academic Standards. An extra charge is made for each hour or fraction of an hour taken in excess of the eighteen-hour maximum load.

Outside Employment: Students carrying a considerable load of outside work must reduce their school program accordingly. The following schedule is a guide to counselors and students:

Semester Class Load In Relation to Grade Point Average:

Effective hours of outside employment	On Academic Probation	Up to 2.5	Up to 3.0	3.0 or over
Under 15 hours	14	Normal	Normal	Normal
15-20 hours	12	Normal	Normal	Normal
21-25 hours	10	14	Normal	Normal
26-30 hours	8	12	14	Normal
31-35 hours	6	10	12	Normal
35-45 hours	1 course	8	10	Normal

Change of Registration: A student may drop a course or change his program during the first calendar week of a semester without charge. After that there will be a charge of \$10.00 for each schedule change form processed. All changes in registration are made through the Registrar's office, with approval by the Academic Dean, the student's adviser and the faculty members whose classes are involved.

A student may withdraw from a full-semester course on or before the second Friday following the distribution of mid-term grades. Refer to the University Calendar in this catalog for the final dates to drop "Block" classes. Tuition refunds are made only in accordance with the policies stated in Chapter 5 on Financial Information.

Exceptions for the final date for dropping classes may be granted in cases of serious illness or other extenuating circumstances which, in the opinion of the Academic Dean, warrant leniency. Failure to attend classes does not constitute withdrawal from the course.

Withdrawal from College: If a student desires to withdraw from all of his courses he should start the withdrawal process at the office of the Director of Retention. This process is the reverse of registration and is necessary to clear the academic and financial records. See Chapter 5 on Financial Information for policies on refunds of tuition and fees.

Classification of Students

Students are classified according to the total number of hours for which they have credit.

The requirements for classification as a candidate for a degree on the basis of hours are:

Freshman standing — Must have met all entrance requirements and be registered as a candidate for a degree.

Sophomore standing — 32 hours

Junior standing — 64 hours

Senior standing — 96 hours or above

Students are classified at the beginning of each semester and the minimum requirements for the respective classes must be met at that time. Class activities and listing in university or student publications will be carried out in accordance with the above classification.

Unclassified Students — Special or part time students who meet all entrance requirements but who are carrying fewer than eight semester hours, and mature and otherwise qualified students who are not pursuing the regular course of study may, with the approval of the Academic Dean and the consent of the department concerned, be admitted to the University as unclassified students to take such courses as are open to them without respect to candidacy for a degree. Such work is limited to 30 semester hours.

Admission to Junior Standing

During the semester in which he expects to complete 50 or more hours of university work, the student should secure from the Registrar an "Application for Admission to Junior Standing." This will normally take place during the spring of the sophomore year. The completed application must be filed in the Registrar's Office and will be approved only when the following conditions have been met:

1. The required number of hours, including specific courses and areas as listed above, are completed.

2. Signature of major adviser.

3. A complete tentative program of courses for the junior and senior years, incorporating all requirements in the curriculum for the degree sought, with the proper signatures of approval.

A student will not be permitted to register as a junior until the Application for Junior Standing is completed.

Class Attendance Policy

Admission to Olivet Nazarene University is a privilege which represents an investment by the supporters of the University as well as the student. The opportunities provided by the University are open only to those who are willing to devote themselves to the serious business of education.

Students are expected to attend all class meetings for which they are registered except in cases of prearranged field trips, official assignments by the University, participation in scheduled intercollegiate athletic events or official music ensemble tours as may be considered excusable by the Academic Dean. With the approval of the Academic Dean, a faculty member may stipulate a limit on the number of excused absences permitted in a course.

Attendance requirements in each course are determined by the professor, and will be clearly stated in the course syllabus filed with the Academic Dean and distributed in class during the first week of the semester.

The student is personally responsible for all class work assigned in a course, even during his absence. In case of absence the student should inquire about the possibility of making up work missed. The student may be penalized for work missed, even though the reason for the absence is legitimate, if he fails to explain the reason for his absence and meet the requirements of the instructor in making up the work. If the explanation of the absence is acceptable to the instructor, the student will be permitted, to the extent possible, to make up work missed.

When absences not covered by educational leniency are not acceptable to the instructor, the student may be refused the privilege of making up the work, and may be assessed a consequent grade penalty. Those who do not expect to attend a class regularly should not enroll in the class. Those who find it impossible to attend class regularly should withdraw from the University before their record is marred by irregular attendance.

Protracted absence does not constitute a withdrawal, and will be treated as a failure in the course. For the procedure to be followed in changing or dropping a course, see the section on Registration in this chapter of the catalog.

Scholarship Requirements

Grading: A record of attendance and scholarship is kept for each student. A report of the student's class standing is given at the close of the semester.

The alphabetical system of grading, with \pm added at the discretion of the instructor, is used, i.e., A for superior; B for above average; C for average; D for below average, but passing; F for failure; H for audit; S for satisfactory work (credit toward graduation); U for unsatisfactory work (no credit toward graduation); X for deferred work; W for withdrawn before quality of work can be determined and I for incomplete. A student may be marked incomplete only in case of serious illness or other unavoidable causes of delay. All incompletes must be removed within one month after the grade period ends or the record will be marked "failure."

Honor Points: In order to graduate, the student must have earned twice as many honor or grade points as he has semester hours of work attempted. Honor points are based on quality of work performed, and are determined as follows: A = 4 points per credit hour, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = .70, F = 0.

The grades of H, S, U, X and W are neutral. A minimum grade point average of "C" (2.0) is required for graduation.

Policy on Repeating Courses:

1. In case a course is retaken subsequent to the student's receiving a course grade of F, only the last grade is counted in determining his cumulative grade point average.
2. With the consent of the Chairman of the department in which the course is offered, a student is permitted to retake once a course in which he has earned a grade of C-, D+, D, or D-, with the higher of the two grades to count in determining his cumulative grade point average.

These privileges apply only to courses repeated at Olivet.

Pass-Fail (S or U) is used for student teaching, field experiences and certain other courses. In these courses the alphabetical system of grading is never used.

In addition, an individual student who has declared his major by filing an Application for Junior Standing may also be permitted, upon his request, to enroll in one elective course per semester in the last four semesters on the basis of *pass-fail grading*. Specifically excluded from this provision are courses in the major field, minor field, required supporting courses, and courses offered to fulfill general education requirements. A passing grade means "C" quality or better.

The intention to take a course on the basis of *pass-fail grading* must be indicated at the Office of the Registrar on or before the final day to drop a course. If this request is approved, a student may change to the alphabetical system of grading only if he files a written request to do so at the Office of the Registrar prior to the final day to drop a course.

Auditing a course: To audit a course means to take it for neither grade nor credit. An audit, satisfactorily completed, is recorded as such on the transcript. No record is made if the audit is not satisfactorily completed.

Normally the only requirements in an audited course are attendance requirements, which are set by the instructor.

Audit should be indicated at the time of registration, or a course may be changed from credit to audit any time prior to the deadline for dropping a course. A course may be changed from audit to credit prior to this deadline only with the approval of the instructor, and payment of appropriate tuition adjustments.

A full-time student, paying the normal tuition fee, is not charged a tuition fee for an audited course, provided his total load, including the audited course, does not exceed 18 hours. If the total load exceeds 18 hours, a tuition fee of \$40 per hour is charged for the excess hours which are audited. Part-time students are charged a tuition fee of \$40 per hour for an audited course. Any additional fees (such as laboratory fee) in an audited course are charged to the student.

Arrangements to audit a course may be completed only if there is space available in the class.

Music: Auditors of applied music private lessons will receive one half-hour lesson per week. Audit lessons will be made up on the same basis as lessons being taken for credit. Audit students will be placed only after music majors, music minors and others who are registered for credit have been placed. All audit students will pay the normal additional applied music tuition for private lessons and class instruction as listed in the Catalog chapter on finances.

Satisfactory Scholastic Standing: Students who maintain a minimum grade point average according to the following schedule are considered to be in satisfactory scholastic standing and to be making progress toward a degree or certificate.

<i>Semester Hours Attempted</i>	<i>Minimum Cumulative Grade Point Average</i>
1-18	1.5
19-32	1.7
33-48	1.8
49-63	1.9
64 or more	2.0

Students who fall below the above minimum standards are not making satisfactory progress and will be placed on academic probation.

Only students in satisfactory scholastic standing may participate in ASG offices, class presidencies, intercollegiate athletics, drama, public relations groups, off-campus spiritual life groups, or tour off-campus with music ensembles. This policy does not apply to intramural activities.

If after one semester on probation the cumulative grade point average is not improved, or after two successive semesters on probation the grade point average does not meet minimum standards for satisfactory progress (as outlined above), or at any time it falls below a 1.0 average, a student may be academically suspended by the Vice President for Academic Affairs. In such a case the student has the right to appeal to the committee on Academic Standards for a review of such a decision.

Students on academic suspension are not eligible to apply for readmission until after the lapse of one regular semester. If readmitted, the student will be on academic probation and if a grade point average of 2.00 is not attained for courses taken during the semester following, the student may be academically suspended for the second time.

For transfer students, academic standing in the first semester of attendance at Olivet is based on the cumulative grade point average at the previous institutions. After one semester of attendance at ONU, the academic standing of transfer students will be based on the grade point average for all coursework accepted toward a degree and included on the Olivet transcript.

Eligibility: A student on probation is also ineligible. Ineligibility means that the student cannot participate in any public program or service away from the campus as a member of an ensemble group. Ineligibility excludes a student from participation in any varsity intercollegiate athletic contest.

In order to be eligible for intercollegiate athletic competition, students must adhere to the standards adopted by the National Association of Intercollegiate Athletics (NAIA), including, but not limited to, the following:

1. Be enrolled in at least 12 semester hours at the time of participation. (Repeat courses should be cleared with the Registrar.)
2. Accumulate at least 24 hours of credit in the two terms of attendance immediately preceding the semester of participation. (Repeat courses previously passed cannot count toward the 24 hour rule.)
3. A second-term freshman must have earned at least 9 hours of credit during the first semester.

In addition, student athletes must remain in satisfactory scholastic standing as defined in this chapter of the Catalog.

Satisfactory Progress Requirement for State or Federally Funded Financial Aid Programs: In order to maintain eligibility for financial aid, a student must meet the satisfactory progress requirement as stated in the following table.

<i>Hours Attempted</i>	<i>Minimum Cumulative Grade Point Average</i>
1-18	1.5
19-32	1.7
33-48	1.8
49-63	1.9
64 or more	2.0

In addition, financial aid eligibility is immediately terminated for students whose cumulative grade point average falls below 0.7 (D-).

Students who have attempted less than 64 hours of credit and whose cumulative grade point average falls below the minimum levels stated above must, in their next semester, either earn a 2.0 average while completing twelve or more semester hours (six hours for those receiving half-time benefits) or raise the cumulative GPA to the minimum level in order to maintain financial aid eligibility in subsequent semesters.

However, once a student has attempted 64 hours, a cumulative grade point average of 2.000 is necessary in order to maintain eligibility for financial aid.

A student may regain eligibility for financial aid only by raising the cumulative grade point average to the minimum requirements stated above.

To maintain satisfactory progress, a student must complete degree requirements within ten semesters of attendance in which the student enrolls as a full-time undergraduate student, or twenty semesters of attendance in which the student enrolls as a half-time undergraduate student.

If a student receiving financial aid withdraws during a semester in which he was below the minimum GPA level required to maintain financial aid, he is not considered to be making satisfactory progress, and thus becomes ineligible for aid in the subsequent semester.

In the event that extenuating circumstances are experienced, appeals for exceptions to the above requirements will be considered by the Financial Aid Committee.

The Learning Development Center

Students from all levels of achievement and experience can learn better ways of learning, and can learn additional information in various fields. These opportunities are given so every student can work to increase their potential.

The Learning Development Center attempts to help students through the Math Lab, English Lab, Supplemental Course Instruction, and Microcomputer Lab. The labs can help students through learning problems which may occur. The Math and English labs have both peer tutoring and faculty tutoring.

Many computer programs are available for general use. Some of the programs include word processing, practice programs in use of grammar, tutoring in algebra, and learning games in general chemistry.

Several introductory courses in various departments have **Supplemental Course Instruction (SCI)**. SCI involves an exemplary student conducting study sessions each week which anyone enrolled in the course may attend. The session leader helps fellow students with material from the course, and also demonstrates how to study.

The aim of people associated with the Learning Development Center is to give all students the chance for increased success in academics. The focus is to move the individual as far as possible into solving problems.

The purposes of the LDC are: A. To provide supplemental instruction in content areas. B. To provide the means for gaining study skills. C. To help students who are underprepared in English and/or Mathematics. D. To help students who need tutoring in specific courses in Mathematics and English. E. To provide instruction in basic skills such as fractions and sentence structure. F. To service a content area relevant to basic skills and problem solving. G. To provide a central facility for training in tutoring.

Privileges Open to Superior Students

Directed Study: A superior student is urged to make the most of his scholastic opportunities and to advance in accordance with his abilities. To give greater flexibility in the schedule and to provide for specialized studies, a student with a 3.0 grade point average and who has ranked in the upper quartile of his sophomore class according to the objective test in the field of his interest, may apply for directed study or for graduation with departmental honor.

Special Topics of Study in the sophomore, junior or senior year are open to superior students in most departments offering majors. In order to engage in study of "special topics" a student must apply to his instructor for permission to pursue a subject of particular interest not already treated extensively in a regular course. On written approval of the instructor and the Academic Dean the student may register for from one to six hours of credit. The name of the applicant together with the plan of the course to be pursued, must be recommended by the head of the department in which the work is to be done to the Academic Dean for approval not later than the second Friday after the opening of the semester. Credit for special topics will be indicated on the transcript by use of the department name and the number 499.

Graduation with Departmental Honors is granted to a senior who shows independent and creative work of high quality in his major field. The study may cover material of individual courses, cut across course lines, or include subject matter and procedures not offered in the usual courses of the department. When recommended by the head of the department in which the student wishes to do honors work, a plan of the work to be pursued shall be forwarded, with the recommendation, for the approval of the Committee on Academic Standards. To be eligible for consideration for honors work, a student should have a 3.4 grade point average in his major field. If his work is of high quality, he will be granted four hours of credit toward graduation. If he passes a comprehensive examination in his major field with special emphasis on his honors project, he will be graduated with departmental honors, this to be indicated on the commencement program. The student must apply to the head of the department by October 15 in the academic year of graduation. Honors course work will be indicated by the department name and the number 500.

Assistantships

A limited number of assistantships are available to high scholarship students of advanced standing. These assistantships are open to those who have spent two or more semesters at Olivet Nazarene University. They are awarded on the basis of scholarship, character, leadership ability, educational promise, and need.

Holders of these appointments will assist in reading papers, laboratory service, or other work required in the department to which they are assigned.

Assistantships are valued from \$500-\$800 for the year. All appointments are for one semester, and are conditioned on satisfactory service. Appointments are made by the Academic Dean on the recommendation of the Department Head and Division Head. Application should be made to the Academic Dean by March 1 preceding the school year in which the appointment is to become effective.

Honors

Honor Society and Dean's List: Sophomores who have a cumulative scholastic average of 3.5 and Juniors and Seniors who have cumulative averages of 3.35 and above are eligible for membership in the college honor society. An average of 3.50 for the preceding semester is required for inclusion in The Dean's List.

Phi Delta Lambda: Olivet Nazarene University has a chapter of the National Nazarene Honor Society, Phi Delta Lambda, in which high ranking graduates are eligible to membership upon election by the faculty.

Departmental Honor Societies for Students and Alumni: Several academic departments have established chapters of national honor societies for honor graduates and related student organizations. These include: Education — Kappa Delta Pi; English — Sigma Tau Delta; History — Phi Alpha Theta; Home Economics — Kappa Omicron Phi; and Nursing — Sigma Theta Tau, Kappa Sigma Chapter.

Graduation Honors: Graduation with highest honors (*summa cum laude*) requires a grade point average of 3.85. Effective for 1996 graduates, 3.90 is required.

Graduation with high honors (*magna cum laude*) requires a grade point average of 3.6. Effective for 1996 graduates, 3.70 is required.

Graduation with honors (*cum laude*) requires a grade point average of 3.35. Effective for 1996 graduates, 3.50 is required.

In case a student has taken part of his college work at another institution or institutions, his grade point average will be calculated on the basis of the total work accepted toward the degree. The last 60 hours of work must be taken at Olivet if one is to qualify for honors.

Commencement Marshals. Each year the young man and the young lady in the junior class having the highest cumulative grade point averages are designated as Commencement Marshals and lead the commencement procession.

Senior Awards: Each year one man and one woman from among the graduating seniors are selected by majority vote of the faculty to receive the Senior Awards. The selection is based on campus citizenship, scholarship, leadership and general achievement of the student in college activities. Letters certifying the award are presented to the students selected on Commencement Day. The woman graduate receives the Maggie Sloan Award, named for Olivet's first graduate. The man graduate receives the Robert Milner Award, named for a Nazarene minister.

General Requirements for Graduation

Student Responsibility: Every candidate for a degree is personally responsible for meeting all requirements for graduation. The University, through its counselors and the credit summaries provided for the University by the Registrar, will assist the student in every way possible in avoiding difficulties.

Prospective teachers are also personally responsible for meeting the certification requirements of the state in which they expect to teach. Information about certification laws may be obtained from the Department of Education or from the Registrar.

Candidates for degrees are required to file their intention to graduate on forms provided by the Registrar's office at least 6 months prior to the expected date of graduation.

Candidates for graduation are expected to meet the requirements for graduation of the catalog in force at the time of that graduation. In cases of hardship caused by curricular changes during a student's successive years of enrollment at Olivet, an appeal may be made to the Academic Standards Committee.

Residence Requirements: A candidate for a bachelor's degree must take, either the last year (30 semester hours) at Olivet Nazarene University, or, he must take 15 of the last 30 semester hours in residence and offer no less than 45 semester hours of residence credit from Olivet Nazarene University. Included in the hours offered to satisfy the residence requirement must be at least one-half of the major and/or sufficient hours to complete a major satisfactory to the chairman of the major department and the Registrar.

The residence requirement for the associate degree is either (a) the last 15 hours at Olivet, or (b) a total of 22 hours in residence at Olivet with at least 8 of the last 15 hours in residence at Olivet.

Transfer Credit Limitations: Any course with a grade of F will not be accepted as transfer credit, but will be calculated in the grade average for considering admission, initial financial aid and initial athletic eligibility. A maximum of 68 hours will be accepted from two-year colleges as transfer credit at Olivet.

Second Bachelor's Degree: Some students desire to take a second bachelor's degree. It is often possible to complete the requirement for the second degree in one additional year. To receive a second degree, the student must complete at least 36 hours of work in addition to the 128 hours required for the first degree and must meet all of the requirements set forth in the curriculum for the second degree including general education requirements. In no case will more than one degree be conferred upon a candidate at any one commencement. At least 30 hours of these must be taken in residence at Olivet.

Correspondence Courses: Credit for correspondence courses taken at fully accredited colleges may be allowed to count toward degree requirements at Olivet Nazarene University only when prior approval is granted by the Registrar. A maximum of 15 hours of correspondence work may be applied at Olivet.

Cross-Listed Courses: In cases where students take cross-listed courses, up to two courses or seven hours may be applied to the requirements of two majors, a major and a minor, or two minors. However, in teacher education programs, courses may apply only in one major or minor.

Proficiency Examinations

Students may be permitted to establish credit for courses listed in this catalog by departmental proficiency examination. The grade in proficiency examinations is "credit" or "failure," but no student is given "credit" unless he had made at least "C" in the examination. No official record is made of failures in these examinations.

Proficiency examinations are given under the following restrictions: (1) They may be taken only by persons who are in residence, or who are candidates for degrees at Olivet; (2) They may not be taken by students who have received credit for more than one semester of work in the subject in advance of the course in which the examination is requested; (3) They may not be taken to raise grades or to establish credit in a course in which the student has received a failing grade. (4) The privilege of establishing credit by this method is not to be used to accelerate one's program, but to make possible the recognition of work already done, or an achievement already attained for which no academic credit has been established; (5) Not more than 10 semester hours credit can be earned by departmental proficiency examinations for any degree; (6) Applications for the examination must be approved in advance by the Academic Dean; (7) All such examinations shall be conducted by a committee of three, which shall be appointed by the Academic Dean. The signatures of all three examiners are required. Academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene University. See also Waivers and Advanced Placement, Chapter 4.

Summer School

Olivet offers several summer sessions, each offering full college credit, operating on an accelerated schedule of classes. In a three-week session, three semester hours can be earned. In a six-week session, six semester credit hours can be earned. Dates of the summer sessions are listed in the University Calendar. All new students apply through the Director of Admissions by the deadline indicated. Registration for Summer School may be completed prior to or immediately following the first meeting of the class.

Transcripts

Students wishing to transfer to another institution, or who otherwise desire a transcript of their college work, must present a written request to the Registrar, giving notice of at least one week. Near the beginning or end of a semester the period required to process a transcript request may be somewhat longer.

Transcripts are generally furnished each student without charge. However, any funds received by the registrar with transcript requests will be donated to the Olivet Alumni Scholarship Fund. A service charge of \$5.00 will be made if the transcript is to be issued on the same day as the request. A transcript will not be issued to or for a student who is indebted to the University.



Computer graphics are part of the new art studio programs in Larsen Fine Arts Center.

Chapter 7

Courses of Instruction

Olivet designs and offers academic programs that support its general objectives, and that appear to meet important needs of its students and constituency. The following listing of programs of instruction include some developed recently as well as traditional programs of the University.

Course and Department Numbering System

The number of the course designates the level or classification a student must have to take the course. Some courses have prerequisites which must be completed before enrolling in those courses.

- 000 – Not available for degree credit
- 100 – Introductory or basic Freshman level courses
- 200 – Sophomores and qualified Freshmen
- 300 – Juniors and qualified Sophomores
- 400 – Seniors and qualified Juniors
- 500 – Graduates, qualified Seniors
- 600 – Graduates only

The courses of study in the University are grouped in eight divisions which are listed alphabetically. Departments and areas of study are also listed alphabetically within each division, both below and at the page beginning each division.

A chart of majors, concentrations within majors, and minors appears in Chapter 2.

In the succeeding pages, the faculty of each department are listed. They are also listed alphabetically in the index at the back of the catalog.

**The Divisions, Departments and
Disciplines offered are:**

General Studies (GS) Page 74

General Studies (GNST) 74

Military Science (ROTC) 74

Business Division (BU) Page 76

Accounting Department (ACCT) 77

Business Department (BSNS) 79

Economics (ECON) 82

Home Economics Dept. (HMEC) 83

Child Development (CDEV) 86

Communication Division (CO) Page 90

English Department (ENGL) 91

Literature (LIT) 93

Modern Language Dept. (MLAN) 95

French (FREN) 96

Spanish (SPAN) 97

Speech Communication

Dept. (SPCH) 98

Education Division (ED) Page 103

Education Department (EDUC) 104

Library Science (LSCI) 115

Fine Arts Division (FA) Page 116

Fine Arts (FINA) 117

Art Department (ART) 117

Music Department (MUSI) 121

Applied Music (MUAP) 126

Church Music (MUCH) 129

Music Education (MUED) 130

Music Literature (MULT) 131

Music Theory (MUTH) 132

Health Sciences Division (HS) 133

Nursing Department (NURS) 134

Physical Education Dept. (PHED) 137

Natural Sciences Division (NS) Page 143

Natural Science (NSCI) 147

Biology Department (BIOL) 148

Chemistry Department (CHEM) 152

Computer Science Dept. (CSIS) 154

Engineering Department (ENGN) 157

Physics (PHYS) 159

Geology Department (GEOL) 160

Mathematics Department

(MATH) 162

Religion Division (RE) Page 166

Biblical Literature Dept. (BLIT) 168

Christian Education Dept.

(CHED) 169

Theology Department (THEO) 172

Philosophy (PHIL) 174

Social Science Division (SS) Page 175

Social Science (SSCI) 176

History Department (HIST) 177

Political Science (PSCI) 180

Psychology Department (PSYC) 181

Sociology Department (SOCY) 186

Graduate School, (GR) Page 189

Education, Religion, Teaching,

Business, Pastoral Counseling,

Church Management,

Adult Studies-Bachelors

Degree Completion

General Studies (GNST)

The following courses are offered without reference to any department:

GNST 100 — Introduction to College Studies. 1 hour. A credit course required for freshman designed to facilitate successful adjustment to college. The summer orientation program and weekly discussion sessions in the fall with one's academic advisers make up the two major parts of this course. Required of all freshman. Pass/Fail grading.

GNST 101 — Essentials of Learning. 2 hours. A course of basic instructional guidance designed for students who do not meet regular admissions criteria. Students in this course form a support group while acquiring study skills and traits of good students like self-motivation and time management. Academic counseling is provided to assist the student in progressing toward success in college.

GNST 300 — Academic Advising Assistantship. 1 hour. A credit course for upper division students selected by the Academic Dean to assist as an adviser in the freshmen advising program. Responsibilities consist of participation in an in-service workshop, one summer freshman orientation, and assistance in weekly freshman advising sessions. Pass/Fail grading.

Military Science (ROTC)

The purpose of the Army Reserve Officer's Training Corps is to enable college students to pursue a course of study which will qualify them, upon graduation, for appointment as officers in the United States Army, Army Reserve, and Army National Guard.

The program is a cooperative effort mutually agreed to by Olivet Nazarene University, Wheaton College and the Army as a means of providing junior officers leadership in the interest of national security. The leadership training provided in the ROTC program of instruction is designed to develop the leadership traits so essential to achieving a high degree of success in civilian pursuits as well as military.

The Military Science curriculum generally consists of two 2-year courses. The Basic Course requires a total of six semester hours. Students who are unable to complete the on-campus basic course may attend a six-week summer camp (in lieu thereof) between their

sophomore and junior years. The Advanced Course requires four complete semester courses plus a six-week advanced training camp during the summer following the junior year.

Students who have served honorably on active duty in the Armed Forces or who are in the Army Reserves or Army National Guard, or have completed Army Basic Training and with permission of the Professor of Military Science may receive advanced placement and enter directly into the Advanced Course and complete the Military Science program in two years.

Students who are citizens of foreign countries may not enroll in the Military Science program without special permission of the Professor of Military Science.

If selected for enrollment in the Advanced Course, the student signs a contract with the United States Government in which he/she agrees to complete the course of instruction, attend the advanced camp, and accept a commission in the reserve or active components of the U.S. Army for a period specified by the Secretary of the Army. While enrolled, Advance Course students are paid \$100 per month for up to ten months per academic year. They receive pay equal to that of a military academy cadet while attending the Advance Camp.

ROTC scholarships which provide tuition up to \$8,000 or 80%, whichever is higher, are available for qualified students. The scholarships also provide an established amount for laboratory fees, on-campus educational fees, and an annual allowance to purchase books.

Courses

Basic Courses

ROTC 121 — The Army Today. 2 hours. An introduction course on the U.S. Army; customs and traditions of the Army; orientation on Army life and opportunities. Christian perspectives on military service; descriptions of the Army ROTC program; fundamentals of soldiering; individual tactical training; discussion covering a wide variety of military topics including nuclear strategies, armies of the world, U.S. military involvement in foreign countries, and the ethics of Christian service. Emphasis on "hands-on" learning includes a weekly leadership laboratory, one weekend field trip, and physical training. May be taken either semester.

ROTC 122 — Orienteering, Mountaineering, and Marksmanship. 2 hours. Basic fundamentals in map reading and land navigation. Introduction to principles and techniques of orienteering and mountaineering, with practical exercises in mountain climbing, rappelling and orienteering. Introduction to rifle marksmanship, including live fire of .22 caliber rifle, M16A1 rifle, and competition air rifle. Familiarization with other individual and crew-served weapons to include nomenclature, characteristics, and principles of operation and maintenance. Includes one weekend field trip, a weekly leadership laboratory, and physical training. Prerequisite: ROTC 121 or concurrently with ROTC 121.

ROTC 221 — Leadership and Tactics at Squad Level. 2 hours. Fundamentals and principles of squad tactics and leadership. Appreciation of the junior leader's qualities, role, and responsibilities. Advanced map reading and land navigation to include practical exercises, first aid, hygiene, and life saving measures. Includes one weekend field trip, a weekly leadership laboratory, and physical training. Prerequisite: ROTC 121.

ROTC 222 — Organizational Leadership. 2 hours. Study and application of the principles and techniques of leadership and management at small unit or organizational levels. Problems analysis, decision making, human behavior, and motivating performance are emphasized. Management problems in simulated environment will be discussed. Includes one weekend field trip, a weekly leadership laboratory and physical training. Prerequisite: ROTC 221

ROTC 225 — Army ROTC Basic Camp (Camp Challenge). 4 hours. An alternative to the Basic Course above. A six-week summer training course conducted at Fort Knox, Kentucky, designed to teach fundamentals of soldiering and leadership. Instruction includes Role and Mission of the Army, Land Navigation, Rifle Marksmanship, First Aid, Individual and Unit Tactics, and practical development of basic leadership techniques. Transportation and military pay (approximately \$600) is provided. Prerequisite: Sophomore standing.

Advanced Courses

ROTC 331 — Military History and Briefing. 4 hours. The principles of warfare and military leadership focusing on threads of continuity throughout the history of warfare; case studies include battles from ancient to modern times with emphasis on American military history; preparation and presentation of formal military briefings; Include two weekend field trips, physical training, and a weekly leadership laboratory. Prerequisite: ROTC 222 or 225.

ROTC 332 — Military Training and Tactics. 4 hours. Review of map reading and land navigation. A practical study of leadership skills at the platoon level, to include decision-making using the Ethical Decision-Making Model. Principles of small unit tactics at squad, platoon, and company level. Introduction to staff and its functions. Basic communication procedures with radio and field telephones. Includes two weekend field trips, physical training, and a weekly leadership laboratory. Prerequisite: ROTC 331.

ROTC 335 — Advanced Camp. 4 hours. A six-week advanced training laboratory for leadership development. Conducted in summer at Fort Lewis, Washington, or similar site. Transportation and military pay (approximately \$600) is provided. Attendance is required for Advanced Course students. Prerequisite: ROTC 332.

ROTC 441 — Introduction to Army Administration and Military Justice. 4 hours. Upon completion of the course, the student will be familiar with the basic fundamentals of the Army administrative system, publications, forms, preparation and review of correspondence, the history of the military judicial system, the principles of military justice, the law of war, the role of the NCO, and support activities of a military installation. The student will evaluate summer training experiences in light of ethical and spiritual values. Includes a weekly leadership laboratory, physical training, and two weekend field trips. Prerequisite ROTC 332.

ROTC 442 — The Army Officer in American Society. 4 hours. The course analyzes the organization, image and ethical code of the officer corps as a profession; discussion of current ethical, societal, and procedural issues within and/or affecting the Army; advanced leadership and management case studies, and overview of the Army logistics system. Includes a weekly leadership laboratory, physical training, and two weekend field trips. Prerequisite: ROTC 441.



Dr. Robert Hubbard leads this discussion of business ethics on the third floor of Burke Hall.

Division of Business — BU

Accounting — ACCT

Business — BSNS

Economics — ECON

Home Economics — HMEC

Dr. Robert M. Hubbard, Division Head

The Division of Business includes the Departments of Accounting, Business Administration and Home Economics, and courses leading to a major in Economics.

While departmental objectives are detailed in the introduction of each department, the overall mission of the division is to:

1. Develop an understanding and appreciation of Christ's call to servanthood as the foundation of effective leadership.
2. Strive to use all of the resources at our disposal to provide the very best in undergraduate and graduate education with a strong Christian Perspective.
3. Provide students with a basic understanding and appreciation of the American economics system.
4. Enable students to develop strong competencies in their chosen career fields, thereby preparing them to make positive contributions to their profession and society.
5. Contribute positive ideas and solutions to the problems of the various communities we serve.

Accounting Department — ACCT

Faculty

RICK MILLER (1991)

Assistant Professor of Accounting

B.S., 1980, Ferris State University

M.B.A., 1985, Eastern New Mexico University

Certified Public Accountant

STEVEN RICE (1991)

Assistant Professor of Accounting

B.S., 1983, University of Delaware

M.S., 1988, Boston College

Certified Public Accountant

The purpose of the accounting major is to provide a broad background of accounting principles, practices and procedures to enable the student to prepare for accounting and management responsibility.

A major in accounting will also provide the student with the courses required to sit for the CPA examination in most states. The requirements for taking the CPA examination are established by each state. Therefore, the student should make inquiry of the appropriate State Board regarding the specific requirements, well in advance of the examination. Successful completion of the major will include an emphasis on the theoretical knowledge necessary to pass the CPA examination.

To qualify for graduation, a student must: (1) earn a minimum cumulative grade point average of 2.0 in all upper-division accounting courses, and (2) earn a minimum grade of "C-" in each accounting course required in the major. To qualify for an accounting minor, a student must earn a minimum cumulative grade point average of 2.0 in all upper division accounting courses. A course with a grade of less than "C-" may be retaken in accordance with the "Policy on Repeating Courses" listed in the chapter on Academic Regulations. ACCT 206 is a prerequisite for all other accounting courses.

Accounting Major: 54 hours. B.A. or B.S.

Required:

ACCT 205, 206 — Principles of Accounting

355, 356 — Intermediate Accounting

357 — Cost Accounting

461 — Consolidations and Partnerships

462 — Governmental and Not-for-Profit Accounting

465 — Income Tax Accounting

467 — Auditing

BSNS 241 — Business Statistics

270 — Principles of Finance

351 — Business Law

490 — Business Policy and Strategy

495 — Seminar in Leadership

ECON 111 — Microeconomics

112 — Macroeconomics

To be supported by:

MATH 117 — Finite Math. with Business Applications

or 147 — Calculus I

CSIS 101 — Concepts of Computer Applications

PSYC 101 — Introduction to Psychology

SPCH 101 — Fundamentals of Speech
And a minor of the student's choice.

Accounting Minor: 24 hours

Required:

ACCT 205, 206 — Principles of Accounting

355, 356 — Intermediate Accounting

and 9 additional hours of upper division Accounting courses.

Courses

ACCT 205 — Principles of Accounting I. 4 hours.

A study of the principles of bookkeeping and accounting. Such topics as recording transactions, posting to ledger accounts, adjusting and closing accounts, use of business forms, and preparation and interpretation of financial statements will be treated. The course emphasizes proprietorship and corporation accounting. ACCT 205 is a prerequisite for 206. ACCT 206 is a prerequisite for all other accounting courses. Prerequisites: MATH 117, CSIS 101.

ACCT 206 — Principles of Accounting II. 4 hours.

A continuation of the study begun in ACCT 205.

Prerequisite: ACCT 205. ACCT 206 is a prerequisite for all other Accounting courses.

ACCT 355 — Intermediate Accounting I. 4 hours. Treats such phases of accounting as accepted principles and procedures for setting up working papers and financial statements; correction of prior years' earnings; handling ownership, asset, and liability accounts in a corporation; interpretation of financial statements; analysis of working capital operations; statement of cash flow; and income tax allocation. ACCT 355 is a prerequisite for 356. Prerequisite: ACCT 206.

ACCT 356 — Intermediate Accounting II. 4 hours. A continuation of the study begun in ACCT 355. Prerequisite: ACCT 355.

ACCT 357, 358 — Cost Accounting. 3 hours both semesters. The utilization of basic cost accounting principles, practices and procedures for industries using either a process job order or a standard cost system. The effective use of cost accounting as a management tool is emphasized. Prerequisites: ACCT 355 and junior standing.

ACCT 460 — Contemporary Accounting Issues. 3 hours. The presentation of this course will be on a seminar basis covering the following fields: accounting theory, auditing, taxes, and other areas of interest to the student. Offered in alternate years. Prerequisite: Senior standing and/or permission of the instructor.

ACCT 461 — Consolidation and Partnerships. 3 hours. A study of the accounting procedures and principles relating to business combinations, both internal and external. The procedures for the preparation of consolidated financial statements is

emphasized. This course also covers the accounting principles relating to the formation, operation, and liquidation of partnerships. Prerequisites: Junior standing. Strongly recommended: ACCT 356.

ACCT 462 — Governmental and Not-for-Profit Accounting. 3 hours. This course involves the study of the unique accounting practices of governmental accounting and not-for-profit organizations. The focus will be on fund accounting and the reporting requirements of financial statements. Other topics in the governmental and not-for-profit sector will be covered as appropriate. Prerequisites: Junior standing. Strongly recommended: ACCT 356.

ACCT 465 — Income Tax Accounting. 3 hours. Presents an analysis and interpretation of the Federal Income Tax Laws. Emphasizes the legal concepts of income, deductions and exemptions. The information is applied in a practical way through the preparation of returns for individuals, partnerships and corporations. Strongly recommended: Senior standing and/or permission of the instructor.

ACCT 467 — Auditing. 3 hours. Presents the purposes of audits as conducted by the certified public accountant. Emphasizes the principles of auditing and the types of audits normally made. Professional ethics and legal responsibility are considered. A specific program or each phase of the audit is outlined in detail. Prerequisite: ACCT 356. Strongly recommended: Senior standing and/or permission of the instructor.

ACCT 487 — Field Placement. 4 hours. Same as BSNS 487 - Field Placement.



The Bill Gaither Trio presents a thrilling concert to a full house audience in McHie Arena.

Business Administration Department — BSNS

Faculty

ROBERT M. HUBBARD (1990)
*Professor of Business, Business Division and
Department Head*

B.A., 1978, Eastern Nazarene College
M.B.A., 1980, Suffolk University
Ed.D., 1984, Boston University
M.F.C., 1988, Eastern Nazarene College

PAUL KOCH
Assistant Professor of Economics
B.S., 1979, George Fox College
M.S., 1984, Illinois State University
Illinois State University doctoral study

CAROLE BRITTON LEAKE (1990)
Assistant Professor of Business
B.A., 1985, Wheaton, College
M.I.M., 1986, American Graduate School of
International Management

Adjunct Faculty

DEBRA DRECNIK WORDEN
Business
B.A., 1977, Westminster College
Ph.D., 1984, Purdue University

The purpose of this Department is to give students a basic knowledge of the activities in the business and economic world. A knowledge of economic forces is a part of the background for any cultured and intelligent citizen. This knowledge, together with business skills, is fundamental to those who contemplate a career in such fields as general business, accounting, management, insurance, marketing, office administration, or Christian service such as the ministry or missionary work.

The major provides the student with a basic core curricula and permits a choice of emphasis from any one of three areas of specialization including management, marketing, or finance.

Business Major: 50 to 54 hours. B.A. or B.S.

Required Core Courses:

BSNS 160 — Principles of Management
241 — Business Statistics
253 — Principles of Marketing
270 — Principles of Finance
351 — Business Law
490 — Policy and Strategy
495 — Seminar in Leadership
ACCT 205 — Principles of Accounting I
206 — Principles of Accounting II
ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics

Required concentration/specialization of 12-16 hours in Management, Marketing or Finance:

A. Management Concentration

BSNS 361 — Functional Management
and 3 courses (at least 2 in Business)
selected from the following:
BSNS 252 — Consumer Economics
450 — Small Business Management
469 — Personnel Management
487 — Field Placement
HMEC 353 — Institutional Management
SOCY 331 — Basic Research and Statistics
SPCH 347 — Organizational Communication

B. Marketing Concentration

BSNS 395 — Intermediate Marketing
and 3 of the following courses, including
at least 2 from Business:
BSNS 252 — Consumer Economics
361 — Functional Management
450 — Small Business Management
455 — Advertising
487 — Field Placement
HMEC 356 — Retail Merchandising
SOCY 331 — Basic Research and Statistics
SPCH 341 — Persuasion
ART 251 — Commercial Graphics I

C. Finance Concentration

BSNS 355 — Intermediate Finance
473 — Investments
and 2 of the following courses:
BSNS 252 — Consumer Economics
305 — Accounting for Non-Accountants
361 — Functional Management
450 — Small Business Management
487 — Field Placement

ACCT 465 — Income Tax Accounting
ECON 311 — Intermediate Microeconomics
362 — Money and Banking

Required supporting courses for Business majors:

MATH 117 — Finite Mathematics
or 147 — Calculus I
CSIS 101 — Concepts of Computer Applications

A minor of the student's choice; or an additional specialization within the Business Department of 12-16 hours taken from Management, Marketing or Finance:
or a combination of additional courses from Business, Accounting, or Economics totalling 15 hours.

Recommended for students going on to graduate studies: MATH 147, 148 — Calculus I, II.

Business Minor: 18 hours

Required:

ACCT 205 — Principles of Accounting
and at least 6 hours of courses numbered 300 and above from any of the three fields of Accounting, Business Administration and Economics.

International Business Institute

The International Business Institute is a co-operative overseas program in international economics and business which involves selected colleges in the Christian College Coalition.

The Institute is designed to give students in economics, business and related areas a distinctive opportunity for a term of study that incorporates the international dimension in these fields. The program is over 10 weeks in length and includes several periods of significant residence in key locations as well as co-ordinated visits and presentations in the major political and economic centers of Western Europe, Finland and Russia.

An essential purpose of the program is to encourage and facilitate the integration of academic study with an international field experience. The academic work is conducted in a variety of settings from the usual classroom to

corporate headquarters, manufacturing plants, and governmental or international agencies.

Participants will earn 12 credit hours.

Prerequisites for participation include:

A minimum cumulative GPA of 2.5, Senior standing, and these courses:

ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics
ACCT 205 — Principles of Accounting I
BSNS 160 — Principles of Management
253 — Principles of Marketing

Typical Program for a Student Majoring in Business:

Courses will vary according to the major option selected.

Freshman Year

Principles of Management
Finite Math or Calculus
Principles of Economics
Freshman Composition
Bible I
Physical Education
Speech Communication

Sophomore Year

Principles of Accounting
Principles of Marketing
Principles of Finance
Business Statistics
Christian Doctrine
Introduction to Fine Arts
Sociology or Psychology or History
Computer Science

Courses

BSNS 117 — Finite Mathematics with Business Applications. 3 hours. Same as MATH 117.

BSNS 160 — Principles of Management. 3 hours. The introductory course to any track in the Business program, focusing on management theory and practice; applied concepts such as planning, organizing, staffing, directing and controlling; principles of self-development and professional development; and examination of historic and contemporary readings to explore the full meaning of "management" as professional endeavor.

BSNS 241 — Business Statistics. 3 hours. An introduction to statistical methods, including sam-

pling, measures of dispersion, averages and statistical inferences. The application of statistical methods in the evaluation of business problems is emphasized. Prerequisite: MATH 117.

BSNS 252 — Consumer Economics. 3 hours. Same as HMEC 252.

BSNS 253 — Principles of Marketing. 4 hours. An overview study of marketing which introduces the student to the dynamics of the marketplace and the processes used to successfully develop and deliver goods and services to meet market needs. A philosophy of management by the "marketing concept" is fostered. Specific topics include the role of marketing in business and society, consumer analysis, market evaluation and segmentation, the marketing mix and marketing decision making.

BSNS 270 — Principles of Finance. 3 hours. An introduction to the analytical techniques which are used in order to make financial decisions in the context of contemporary business. Topics include the time value of money, financial forecasting, operating and financial leverage, asset management, short-term and long-term financing, capital budgeting, and risk analysis. Prerequisite: ACCT 205.

BSNS 305 — Accounting for Non-Accountants. 4 hours. Designed to expand upon issues covered in ACCT 205 and 206. This course covers many of the topics addressed in Intermediate Accounting, but from a financial analyst point of view. Focus is on the application of GAAP to financial statements, including impact on users. Students are primarily finance majors who should know more about accounting procedures, but who will not require the technical aspects of Intermediate Accounting (ACCT 355, 356). Prerequisites: ACCT 205, 206; Finance major or approval of the instructor.

BSNS 351 — Business Law. 4 hours. A study of the law of contracts, negotiable instruments, sales, real and personal property, insurance, partnership, corporations, agency, and business crimes.

BSNS 355 — Intermediate Finance. 4 hours. An extension of Introduction to Finance into topics such as leasing, mergers, and multinational finance. The theory of finance will be applied to investment in instruments, including stocks, bonds, options and futures markets. Capital budgeting, cost of capital, valuation and risk will also be studied at an advanced level of analysis. Prerequisites: BSNS 270 — Principles of Finance and ECON 111 — Principles of Microeconomics.

BSNS 356 — Retail Merchandising. 3 hours. Same as HMEC 356.

BSNS 361 — Functional Management. 4 hours. An integrative course, building on BSNS 160, providing opportunity for students to study the application of management and leadership theory to functional areas of general organizations, including but not limited to technical, personnel

and financial functions of all classifications of organizations: profit, not-for-profit, public, private, secular and religious. Prerequisites: Junior standing, BSNS 160.

BSNS 395 — Intermediate Marketing. 3 hours. A study of marketing theory which presents a strategic overview of the marketing concept. Students will learn how to plan and implement marketing strategies and policies. Topics include consumer behavior, feasibility studies, market segmentation, marketing strategies, marketing mix, forecasting and budgeting. Prerequisites: BSNS 270 — Principles of Finance and 253 — Marketing.

BSNS 450 — Entrepreneurship and Small Business Management. 4 hours. A workshop approach to study and practice of methods, problems and skills necessary for launching and operating a successful small business venture. Procedures for raising capital, real-time development of a business plan, and seminar format will be used to create a hands-on environment.

BSNS 455 — Advertising. 3 hours. Students will become familiar with the advertising methods and strategies practiced by various forms of organizations. The role of advertising will be analyzed, along with its impacts. Students will have the opportunity to develop their own advertising campaign. Prerequisite: BSNS 395 — Intermediate Marketing.

BSNS 469 — Personnel Management. 3 hours. Presents principles and current practices in handling personnel as individuals and as groups, with emphasis upon role of operating supervisors, executives and the union in dealing with such problems as selection, placement, training, wage and salary administration, promotion, transfer, fringe benefits, employee services, and management-labor relations. Prerequisite: BSNS 160.

BSNS 473 — Investments. 3 hours. An evaluation and analysis of the various securities that may become a part of our investment program. Emphasizes the organization and function of the major securities markets. Basic determinants of investment values are considered. Prerequisite: BSNS 270 — Principles of Finance.

BSNS 487 — Field Placement. 4 hours. This course requires a work and study program of 220 clock hours on-site, with (1) self-search for appropriate work setting, (2) supervisor confirmation of hours worked and level of satisfaction with intern; (3) a major paper required at the end of the placement which meets departmental specifications; and (4) location supportive to faculty on-site evaluation. Approval of the head of the Business Division is required. Prerequisites: Second semester Junior or Senior standing, and approval of the division head.

BSNS 490 — Business Policy and Strategy. 3 hours. A workshop-seminar course designed to permit the student to apply principles and skills learned throughout the whole of his/her academic studies in Business. As much as possible, real businesses will be solicited to permit the class to prepare a business plan in a real-time, real-world environment. It is important that students not take this course until they have senior standing and have had all other courses satisfied in their major track (prior completion or concurrent enrollment). Prerequisites: Senior standing, approval of the instructor.

BSNS 495 — Seminar in Leadership. 4 hours. The capstone course for all Business majors, offered in seminar format, but with student responsibility for course development and delivery. Focus will be on clarifying the distinction between management and leadership, with elaboration of the inverted pyramid supportive to the concept of servant-leadership. Prerequisites: Senior standing and BSNS 490.

BSNS 498 — Research Methods in Dietetics. 1 hour. Course requirement accompanying BSNS or ECON 241 — Business Statistics, for Dietetics majors in the 4-year program only. The course includes researching 3 research journal articles by explaining and critiquing sampling techniques and statistical analyses. Upon submitting a report to the instructor, one hour of credit will be given.

Economics — ECON

Economics Major: 41-42 hours. B.A. or B.S.

Required:

ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics
241 — Business Statistics
308 — Comparative Economics Systems
311 — Intermediate Microeconomics
312 — Intermediate Macroeconomics
345 — Economics of Public Sector
359 — Economics of Human Resources
362 — Money and Banking
365 — International Trade and Finance

Plus 11-12 hours selected from:

BSNS 351 — Business Law
253 — Principles of Marketing
355 — Intermediate Finance
487 — Field Placement
ECON 473 — Investments

Required Supporting Courses:

ACCT 205 — Principles of Accounting I
CSIS 101 — Concepts of Computer Applications

BSNS 160 — Principles of Management
270 — Principles of Finance

Recommended Supported Courses:

MATH 147 — Calculus I
148 — Calculus II

Economics Minor: 18 hours

Required:

ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics
311 — Intermediate Microeconomics
312 — Intermediate Macroeconomics
and six hours of upper division Economics.

Courses

ECON 111 — Principles of Microeconomics. 3 hours. General course in the fundamental principles governing production, distribution, consumption, and exchange of wealth. It is designed to encourage an understanding of our economics system. Examines the individual and interrelated behavior of consumers, firms, and industries. Either Microeconomics or Macroeconomics (ECON 112) may be taken first.

ECON 112 — Principles of Macroeconomics. 3 hours. Fundamental principles of the economy as a whole, dealing with economic data, behavior and theory at the aggregate level of the economy such as government and international policies. Students may take either Macroeconomics or Microeconomics first.

ECON 241 — Business Statistics. 3 hours. Same as BSNS 241. Prerequisite: MATH 117.

ECON 308 — Comparative Economic Systems. 3 hours. This course concentrates on the political, cultural, and economic development of five major world regions: the communist-bloc countries, Western Europe, the oil-rich nations, the highly industrialized nations, and the less-developed countries.

ECON 311 — Intermediate Microeconomics. 3 hours. Microeconomics analysis including value and distribution theory; analysis of the pricing of the factors of production integrated in a micro-general equilibrium context which builds toward explaining the resource allocation process. Prerequisites: ECON 111, 112.

ECON 312 — Intermediate Macroeconomics. 3 hours. The modern theory of the determination of the level and rate of growth of income, employment, output, and the price level. Discussion of alternate fiscal and monetary policies to facilitate full employment and economic growth. Prerequisites: ECON 111, 112.

ECON 345 — Economics of the Public Sector. 3 hours. Examination of the economic role of governments; the choice of public sector output, and the effects of various taxes on resource allocation and income distribution.

ECON 359 — Economics of Human Resources. 3 hours. A study of labor markets and their relationship to the economy as a whole. Emphasis will be placed upon wage determination, the impact of labor force participation, and public policies concerning such topics. Prerequisites: BSNS 270 and ECON 111.

ECON 362 — Money and Banking. 3 hours. A survey of the financial organizations of society, including the functioning and characteristics of money and credit, investment banking, trust companies, commercial banking, with emphasis on the Federal Reserve System. Current money and banking problems are evaluated in conjunction with the theoretical concepts studies. Prerequisites: ECON 111, 112.

ECON 365 — International Trade and Finance. 3 hours. Building on foundations of international trade theory, including an analysis of the effects of protectionism and barriers to free trade, this course will explore international dimensions of financial management. Topics covered will include balance of payment accounts, determination of currency exchange rates, management of foreign exchange risk, and international sources funds. Prerequisites: ECON 112, BSNS 270.

ECON 473 — Investments. 3 hours. Same as BSNS 473.

Home Economics Department — HMEC

Faculty

RUBALEE WICKLAND (1969)

Professor of Home Economics; Department Head

B.S., 1968, Olivet Nazarene University

M.S., 1969, University of Illinois

Ph.D., 1982, Oklahoma State University

DIANE RICHARDSON (1985)

Assistant Professor of Home Economics

B.S., 1973, Olivet Nazarene University

M.A., 1985, Olivet Nazarene University

CAROLYN WILKES (1990)

Assistant Professor of Home Economics

B.S., 1974, Auburn University

M.S., 1979, University of Tennessee

Dietetic Registration, 1979

The Department of Home Economics is composed of several areas of specialization. These include Child Development, Dietetics, Foods and Nutrition in Business, Fashion Merchandising, Family Services, General Home Economics, Teaching Home Economics, Dietetic Technician (A.A. degree), and Child Development (A.A. degree). An Early Childhood Education Teaching major is cross-listed with the Department of Education.

Each area of specialization prepares graduates to pursue professional careers in Home Economics in such fields as education, business, extension services, research, communications, social welfare, public health, international service, and careers in a variety of other agencies, organizations and institutions.

Home Economics is the field of knowledge and service focusing on families as they function in various forms. Home Economics integrates knowledge from its own research and other areas such as the physical, biological and social sciences, and the arts, and applies this knowledge to the enrichment of the lives of individuals and families. The Department of Home Economics is involved effectively in the scientific, cultural, social and economic dynamics of a changing society.

Home Economics Majors: B.A. or B.S.**Dietetics Concentration: 38 hours****A.D.A. Approved Program****Required:**

- HMEC 101 – Orientation to Home Economics
121 – Introduction to Nutrition
130 – Food Preparation
327 – Human Nutrition (4 hours)
328 – Diet Therapy
330 – Community Nutrition
333 – Foodborne Disease Control
335 – The World Food Problem
337 – Quantity Foods
353 – Institutional Management
453 – Advanced Food Service Management
475 – Curriculum and Methods
498 – Professionalism, Issues and Actions

Supporting courses as required by the American Dietetic Association

- PSYC 101 – Intro. to Psychology
ECON 111 – Principles of Microeconomics
BIOL 246 – Human Anatomy and Physiology I
247 – Human Anatomy and Physiology II
356 – Microbiology
CHEM 103 – General Chemistry I
104 – General Chemistry II
311 – Organic Chemistry I
373 – Biochemistry
CSIS 101 – Concepts of Computer Science Applications
SOCY 120 – Introductory Sociology
ACCT 205 – Principles of Accounting
BSNS 241 – Business Statistics
253 – Principles of Marketing
498 – Research Methods in Dietetics
MATH 117 – Finite Math with Business Applications

Foods and Nutrition in Business Concentration: 42 hours**Required:**

- HMEC 101 – Orientation to Home Economics
121 – Introduction to Nutrition
130 – Food Preparation

- 235 – Delivery of Nutrition Care
252 – Consumer Economics
327 – Human Nutrition
330 – Community Nutrition
333 – Foodborne Disease Control
335 – The World Food Problem
337 – Quantity Foods
353 – Institutional Management
453 – Advanced Food Service Management
487 – Field Placement (5 hours)
498 – Professionalism, Issues and Actions

Required supporting courses:

- BSNS 160 – Principles of Management
253 – Principles of Marketing
361 – Functional Management
450 – Small Business Management or 455 – Advertising
ACCT 205 – Principles of Accounting
CSIS 101 – Concepts of Computer Applications
MATH 117 – Finite Math for Business
CHEM 101 – Introduction to Chemistry

Recommended supporting courses:

- PSYC 324 – Industrial/Organizational Psychology
HMEC 312 – Professional Image and Dress

Fashion Merchandising Concentration: 40 hours**Required:**

- HMEC 101 – Orientation to Home Economics
111 – Textiles and Design
112 – Principles of Clothing Construction (3 hours)
140 – Interior Design
252 – Consumer Economics
312 – Professional Image and Dress
315 – Historical Dress and World Cultures
342 – Household Equipment and Energy
343 – Heritage of Interiors
356 – Retail Merchandising
415 – Tailoring
487 – Field Placement (5 hours)
498 – Professionalism, Issues and Actions
513 – Principles of Pattern Design

Required supporting courses:

- BSNS 160 – Principles of Management
253 – Principles of Marketing

361 – Functional Management
455 – Advertising
ACCT 205 – Principles of Accounting
SPCH 101 – Fundamentals of Speech
or 347 – Organizational Communication
CHEM 101 – Introduction to Chemistry

Recommended supporting courses:

ART 103, 204 – Drawing Studio I, II
ENGL 241 – Journalism
CSIS 101 – Concepts of Computer Science
Applications
PSYC 324 – Industrial/Organizational
Psychology

Family Services Concentration: 36 hours

Required:

HMEC 101 – Orientation to Home
Economics
121 – Introduction to Nutrition
130 – Food Preparation
252 – Consumer Economics
261 – Marriage and the Family
262 – Child Development
or 263 – Adolescent & Adult
Development
335 – The World Food Problem
337 – Quantity Foods
342 – Household Equipment and Energy
355 – Management of Family Resources
487 – Field Placement (5 hours)
498 – Professionalism, Issues and Actions

Required supporting courses:

EDUC 376 – Survey of the Exceptional
Child
SOCY 120 – Introduction to Sociology
310 – Social Work Methods I
350 – Urban Sociology
380 – Ethnic Relations
393 – Juvenile Delinquency
PSYC 101 – Introduction to Psychology
312 – Psych. of Personal Growth
466 – Psychology of Counseling

Recommended supporting courses:

SOCY 200 – Fields of Social Work

**General Home Economics Concentration:
36 hours.**

Required:

HMEC 101 – Orientation to Home
Economics
121 – Introduction to Nutrition
or 130 – Food Preparation
112 – Clothing Construction
or 315 – Historical Dress and World
Cultures
353 – Institutional Management
or 355 – Family Resources
261 – Marriage and Family
or 262 – Child Developmental
Psychology
or 263 – Adolescent and Adult
Psychology
487 – Field Placement (5 hours)
498 – Home Economics: Professionalism,
Issues and Actions
Plus 15 additional hours approved by the
Department Head.

**Home Economics Teaching Major: 41
hours. B.A. or B.S.**

Required:

HMEC 101 – Orientation to Home
Economics
111 – Textiles and Design
112 – Principles of Clothing
Construction (3 hours)
121 – Introduction to Nutrition
130 – Food Preparation
140 – Interior Design
or 343 – Heritage of Interiors
252 – Consumer Economics
261 – Marriage and the Family
262 or 263 – Developmental Psychology
312 – Professional Image and Dress
315 – Historical Dress and World
Cultures
or 415 – Tailoring
or 513 – Principles of Pattern Design
337 – Quantity Foods
355 – Management of Family Resources
456 – Management of Family Resources
Practicum
498 – Professionalism, Issues and Actions

Required supporting courses:

CHEM 101 – Introduction to Chemistry
The Professional Education Sequence, includ-
ing EDUC 475 – Curriculum and Methods.

Recommended additional courses:

HMEC 342 – Household Equipment and Energy
487 – Field Placement
343 – Heritage of Interiors
or 140 – Interior Design

Child Development Major: 53 hours. B.S.

Required:

CDEV 110 – History and Philosophy of Early Childhood Education
210 – Instructional Methods of Early Childhood Education
211 – Child Developmental Psychology
252 – Consumer Economics
261 – Art Activities for Children
264 – Child, Family and Community Relations
269 – Children's Literature
346 – Language Development in Young Children
359 – Teaching Reading to Young Children
376 – Survey of the Exceptional Child
HMEC 101 – Orientation in Home Economics
121 – Introduction to Nutrition
330 – Community Nutrition
353 – Institutional Management
355 – Management of Family Resources
456 – Family Resources Practicum
487 – Field Placement (5 hours)
498 – Professionalism, Issues and Actions

Required supporting courses:

SPCH 101 – Fundamentals of Speech
PHED 241 – First Aid and Emergency Care
SOCY 380 – Ethnic Relations

Recommended supporting courses:

HMEC 333 – Foodborne Diseases
335 – World Food Problem
SOCY 310 – Social Work Methods I

A minor in Business is strongly recommended for persons going into a child-care business.

Early Childhood Education Teaching Major: 38 hours. B.A. or B.S.

See the Department of Education for requirements of this interdepartmental teaching major.

Home Economics Minor: 16 hours

Required:

Courses approved by the Department Head.

Home Economics Teaching Minor: 24 hours

Required:

HMEC 111 – Textiles and Design
112 – Principles of Clothing Construction (3 hours)
or another clothing class
121 – Introduction to Nutrition
130 – Food Preparation
140 – Interior Design
or 343 – Heritage of Interiors
252 – Consumer Economics
337 – Quantity Foods

Three additional hours from the department

Associate of Arts Degree for Child Development: 65 hours.

Required:

CDEV 110 – History and Philosophy of Early Childhood Education
210 – Instructional Methods of Early Childhood Education
211 – Child Developmental Psychology
220 – Early Childhood Field Practicum (120 hours)
261 – Art Activities for Children
264 – Child, Family and Community Relations
269 – Children's Literature

General Education Requirements for the A.A. degree in Child Development are the same as other A.A. programs except that certain choices must be made, and the hours slightly increased, to include:

SPCH 101 – Fundamentals of Speech3 hours
English Composition.....6 hours
Literature from the English Department3 hours

Fine Arts 101.....3 hours
 Biological and Physical Sciences, including 1
 lab course.....8 hours
 Mathematics 111 Math for Elementary
 Teachers.....3 hours
 Physical Education: Life Fitness½ hour
 Additional PHED activity.....½ hour
 PSCI 123 – American Government or U.S.
 History course
 SOCY 380 – Ethnic Relations
 HMEC 121 – Introduction to Nutrition

Associate of Arts Degree for Dietetic Technician: 69-70 hours

Required:

HMEC 121 – Introduction to Nutrition
 124 – Field Experience (9 hours)
 130 – Food Preparation
 235 – Delivery of Nutrition Care
 290 – Dietetic Technician Seminar
 330 – Community Nutrition
 333 – Foodborne Disease Control
 337 – Quantity Foods
 353 – Institutional Management
 453 – Advanced Food Service
 Management
 475 – Curriculum and Methods

Required supporting courses:

CHEM 101 – Introduction to Chemistry
 CSIS 101 – Concepts of Computer
 Applications
 SPCH 101 – Fundamentals of Speech
 SOCY 120 – Introductory Sociology

Typical Courses for Home Economics Majors

Courses will vary according to major concentration.

Freshman Year

Orientation to Home Economics
 Textiles and Design
 Freshman Composition
 Bible I
 Physical Education
 Principles of Clothing Construction
 Food Preparation
 Introduction to Nutrition
 Chemistry

Sophomore Year

Principles of Management
 Introduction to Journalism

Christian Doctrine
 Introduction to Fine Arts
 History, Social Science
 Developmental Psychology

Home Economics Courses

HMEC 101 – Orientation to Home Economics. 1 hour. A review of the development of home economics as a profession, the philosophy, and a study of the careers open to home economics graduates.

HMEC 111 – Textiles and Design. 3 hours. Evaluates the various types of natural and synthetic fibers used in fabric. Examines varieties of yarns, fabrics, design and color, and finishes. The course is designed to increase knowledge in the selection, use and care of textile products.

HMEC 112 – Principles of Clothing Construction. 3 hours. A modular class including units on basic construction techniques, pattern selection and garment construction, selecting quality ready-to-wear, pattern alteration and fitting, couture techniques and problem fabrics, construction of designer garment, managing a sewing laboratory and mass production techniques. May be repeated for a maximum of 6 hours.

HMEC 121 – Introduction to Nutrition. 3 hours. A study of nutritive values of foods and the practical application of nutrition-related principles in the selection of an adequate diet for maintaining good health.

HMEC 124 – Dietetic Field Experience. 1 to 9 hours. Supervised field experience in dietary departments of health care institutions or similar facilities under the direction of professionally trained foodservice supervisors and Registered Dietitians. Emphasis includes patient/client nutrition care, foodservice management, and community nutrition. Supplemented by conferences and seminar discussions.

HMEC 130 – Food Preparation. 3 hours. Principles and techniques involved in the preparation of foods. Basic meal management objectives are also studied.

HMEC 140 – Interior Design. 3 hours. A study of the basic principles in developing a pleasant environment. Types of flooring, innovative wall treatments, color schemes and design, window treatments, and furniture arrangements are among the topics that are studied in regard to suitability, manufacturing quality, aesthetic value, comfort, maintenance, and meeting the needs of the individual. Field trips will be taken to illustrate principles studied in the class.

HMEC 235 — Delivery of Nutrition Care. 3 hours. The course familiarizes the student with therapeutic diets for the health care facility and home use. It encompasses menu planning and learning to communicate with the patient and the health care team.

HMEC 252 — Consumer Economics. 3 hours. Emphasizes basic problems for the consumer, including borrowing for consumption, housing, insurance, investments, family budgets, quality standards, buying and frauds. The purpose of the course is to make the student aware of the rights of the consumer and legislation enforcing these rights.

HMEC 261 — Marriage and Family. 3 hours. Same as SOCY 230.

HMEC 262 — Child Developmental Psychology. 3 hours. Same as PSYC 211.

HMEC 263 — Adolescent and Adult Developmental Psychology. 3 hours. Same as PSYC 212.

HMEC 290 — Dietetic Technician Seminar. 1 hour. The course gives an overall view and review of the academic and performance standards for the Dietetic Technician. It will take a look at the job market and professional issues to be faced on-the-job.

HMEC 312 — Professional Image and Dress. 1 hour. A study of the social psychology of dress and how it creates a professional image for men and women. Figure and wardrobe analysis, professional clothing needs, and individualized clothing decisions are studied.

HMEC 315 — Historical Dress and World Cultures. 3 hours. Survey of historic modes of dress as they reflect the social, economic, and cultural life of a people. Includes the study of American and European designers.

HMEC 327 — Human Nutrition. 3-4 hours. Biological and chemical principles of nutrition are presented and applied to human needs. The components of nutritional surveys are detailed and major features of nutritional deficiency diseases and other diseases with important nutritional aspects are highlighted. Students taking four hours credit will also carry out self-assessment energy and dietary surveys. These projects are recommended for those who plan to apply nutrition in a practical way. Prerequisites: BIOL 125 or CHEM 102 or 311.

HMEC 328 — Diet Therapy. 3 hours. A study of nutrition assessment techniques, dietary modifications, and provision of nutrition care for individuals with specific disease states and conditions.

HMEC 330 — Community Nutrition. 3 hours. Management and delivery of nutrition services in community settings. Emphasis is placed on proper nutrition in the physiological and cognitive development of individuals. Attention is also

given to the influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior in individuals, families, and social groups. Prerequisite: HMEC 121.

HMEC 333 — Foodborne Disease Control. 3 hours. This course offers practical information about the common foodborne diseases, the conditions that favor their transmission, the methods that effectively control them, and the legal and administrative aspects of control and enforcement.

HMEC 335 — The World Food Problem. 3 hours. Same as SOCY 374.

HMEC 337 — Quantity Foods. 3 hours. Standard methods of quantity food production and menu planning for social groups and institutions. Food costs and nutritional values are related to experiences in food service. Lecture and laboratory.

HMEC 342 — Household Equipment and Energy. 3 hours. Design and evaluation of appropriate energy systems in residential construction including heating/cooling, lighting, major appliances, and sound, as well as space planning.

HMEC 343 — Heritage of Interiors. 3 hours. Survey of historical architecture and interiors as they reflect the social, economic, and cultural life of a people. Includes the study of antiquity through modern periods.

HMEC 353 — Institutional Management. 3 hours. Presents the principles of managing human and material resources in foodservice systems. The distribution of foods is also studied.

HMEC 355 — Management of Family Resources. 3 hours. The managerial principles of resources for individual family and other units, such as the use of time, human energy, money, values, goals, and standards, are evaluated and clarified in terms of the effective functioning of the family unit. Emphasis is also given to the parent/child relationship and its effect on resources.

HMEC 356 — Retail Merchandising. 3 hours. A study of the role of modern retailing in the process of meeting marketing needs. Students will be challenged to develop a retail prospective of the marketplace and will be equipped with the basic principles of retail management and merchandising. Both in theory and through field experiences, the student will be introduced to the strategic and operational sides of retailing.

HMEC 415 — Tailoring. 3 hours. A study of tailoring techniques by construction of an ensemble, suit or coat. Prerequisite: HMEC 112 or 513, by permission. Lecture and laboratory.

HMEC 453 — Advanced Food Service Management. 3 hours. A comprehensive course that draws together food preparation, quantity food production and institutional management. It explores the more intricate parts of quality control, finance, computer assistance, and ethics in food service.

HMEC 456 — Family Resources Practicum. 3 hours. The management process applied to resource allocation by individual families and other units within a dynamic social and economic environment. Observation and participation in situations with children, youth, adults, or families is required. Prerequisite: HMEC 355.

HMEC 475 — Curriculum and Methods. 3 hours. Development of effective teaching methods based on current educational trends. Curriculum planning, observations, and miniteaching experiences planned for secondary and adult levels. Study of the philosophy and procedures for vocational, cooperative and occupational Home Economics programs. Includes a 45-hour practicum in a public school setting. Prerequisites: PSYC 101, HMEC 262 or 263, EDUC 249, 351.

HMEC 487 — Field Placement. 1-5 hours. An individualized career-oriented internship. Selected learning experiences in approved work situations in food industry, fashion retail, child care, vocational career centers or welfare agencies. Prerequisite: consent of instructor and head of department.

HMEC 496 — Projects in Home Economics. 1 — 5 hours. An interdisciplinary course designed to give an opportunity to supplement an area of interest in home economics. Contracted work by each student includes research or application in the various areas of home economics, e.g., consumer economics, management, interior design, nutrition studies, clothing and textiles.

HMEC 498 — Home Economics: Professionalism, Issues and Actions. 3 hours. History and philosophy of home economics, current issues in the field and strategies for professional involvement.

HMEC 513 — Principles of Pattern Design. 3 hours. Interpretation of dress design developed through the medium of flat pattern; introduction to pattern drafting. Prerequisite: HMEC 112 or approval of instructor.

Child Development Courses

CDEV 110 — History and Philosophy of Early Childhood Education. 3 hours. Same as EDUC 110.

CDEV 210 — Instructional Methods of Early Childhood Education. 4 hours. Same as EDUC 210.

CDEV 211 — Child Developmental Psychology. 3 hours. Same as PSYC 211.

CDEV 220 — Early Childhood Field Practicum. 3 hours. Same as EDUC 220.

CDEV 261 — Art Activities for Children. 3 hours. Same as EDUC 261.

CDEV 264 — Child, Family and Community Relations. 3 hours. For parents, teachers, or others who expect to be responsible for young children. Increases understanding of the needs and feelings of both the developing child and the adult caregiver. Effective ways for the child, family and community to work together to provide for the optimum development of young children, including children from other cultures and ethnic groups. A wide variety of philosophies and techniques will be explored.

CDEV 269 — Children's Literature. 3 hours. Same as EDUC 269.

CDEV 346 — Language Development in Young Children. 2 hours. Same as EDUC 346.

CDEV 359 — Teaching Reading to Young Children. 2 hours. Same as EDUC 359.

CDEV 376 — Survey of the Exceptional Child. 3 hours. Same as EDUC 376.



Students have only a few steps to walk between classes in buildings such as Larsen Fine Arts Center and other campus buildings.



Advanced students in broadcasting work on the air throughout the year at Olivet's 35,000 watt FM radio station at 89.7 mHz. The musical programming reaches out at least 60 miles in every direction from campus.

Division of Communication

English Language — ENGL

Modern Languages — MLAN

Speech Communication — SPCH

David Kale, Division Head

The Division includes the Departments of English Language and Literature, Modern Languages and Literature, and Speech Communication.

The primary purpose of this division is to provide students with the opportunity to explore a variety of means in which humans attempt to inform and influence others in society. This entails an examination of the communications process as it occurs in both the oral and print media in a variety of cultures, both past and present.

Of particular importance is the training provided for the purpose of improving the student's written and spoken use of the English language. In a rapidly shrinking world, it is also essential that a student be familiar with the written and spoken language of at least one other culture.

English Department — ENGL Literature — LIT

Faculty

JUDITH A. WHITIS (1986)

*Associate Professor of English; Department
Head*

B.A., 1967, Olivet Nazarene University
M.A.E., 1987, Olivet Nazarene University
Ph.D., 1991, University of Illinois

RUTH M. COOK (1991)

Assistant Professor of English

B.A., 1968, Trevecca Nazarene College
M.A., 1986, Eastern Illinois University
University of South Carolina

WILLIAM FOOTE (1968)

Associate Professor of English

B.A., 1949, Olivet Nazarene University
M.A., 1968, University of Illinois
B.D., 1952, Nazarene Theological Seminary

SUE KRUSE (1990)

*Assistant Professor of English,
Director of the Learning Development Center*

B.A., 1970, Olivet Nazarene University
M.A., 1976, Pacific Lutheran University

SHIRLEE A. MCGUIRE (1979)

Associate Professor of English

B.S., 1964, Bob Jones University
M.A., 1970, Syracuse University
M.A., 1976, College of William and Mary
Ph.D., 1982, West Virginia University

GARY W. STREIT (1973)

*Professor of English; Vice President for
Academic Affairs and Dean of the University*

B.A., 1967, Trevecca Nazarene College
M.S., 1973, University of Tennessee
Ph.D., 1982, University of Illinois

SUE E. WILLIAMS (1987)

Assistant Professor of English

B.A., 1969, Olivet Nazarene University
M.A.E., 1987, Olivet Nazarene University
University of Illinois

JO WILLIAMSON (1991)

Assistant Professor of English

B.A., 1987, Olivet Nazarene University
M.A., 1991, University of Kansas

The English Department seeks to acquaint students with literary masterpieces in a variety of genres; to cultivate their sincere appreciation of the best that man has thought and written; to familiarize them with the development of their language and linguistic processes, and with current, national, reputable usage of words; and to develop their critical and analytical skills.

The major in English provides students with a strong liberal arts preparation for a variety of careers including education, business and the media. In addition to preparing teachers for the secondary level, the English major is also appropriate for pre-seminary and pre-law students.

The English Department helps to staff the Learning Development Center in the Benner Library. Students may seek remedial help and enrichment activities to support English course instruction.

English Major: 32 hours. B.A.

Required:

ENGL 202 — Creative Writing
or 241 — Intro. to Journalism
300 — History of the English Language
305 — Intro. to Linguistics
306 — Advanced Writing
LIT 313 — Major Authors
329 — Period Studies in Literature
or 414 — Special Topics
ENGL 477 — Senior Seminar

And select 4 of the following courses:

LIT 223 — British Lit. to 1800
224 — British Lit. since 1800
253 — American Lit. to 1865
309 — World Literature
354 — American Lit. since 1865

Required supporting courses:

SPCH 101 — Fundamentals of Speech
PHIL 101 — Intro. to Philosophy
or 351 — Ancient & Medieval Philosophy
or ART 371 — History of Western Art
HIST 111 — Western Civilization I
or 131 — American Civilization I
or 132 — American Civilization II
or 331 — Renaissance and Reformation
or 351 — Modern England

English Teaching Major: 35 hours. B.A.**Required:**

ENGL 120 — Intro. to Theatre
202 — Creative Writing
or 241 — Intro. to Journalism
300 — History of English Language
305 — Intro. to Linguistics
306 — Advanced Writing
LIT 313 — Major Authors
329 — Period Studies in Literature
or 414 — Special Topics
ENGL 477 — Senior Seminar

And select 4 of the following courses:

LIT 223 — British Lit. to 1800
224 — British Lit. since 1800
253 — American Lit. to 1865
309 — World Literature
354 — American Lit. since 1865

The Professional Education Sequence including ENGL 476.

Required supporting courses:

SPCH 101 — Fundamentals of Speech
HIST 131 — American Civilization I
EDUC 348 — Teaching of Reading in
Content Areas
LSCI 368 — Books for Young People

English Minor: 18 hours**Required:**

ENGL 103, 104 — Freshman Composition
306 — Advanced Writing
LIT 223 or 224 — British Literature
LIT 253 or 354 — American Literature

Three hours of English elective

English Teaching Minor: 24 hours**Required:**

ENGL 103, 104 — Freshman Composition
ENGL 120 — Intro. to Theatre
LIT 223 or 224 — British Literature
313 — Major Authors
253 — American Literature to 1865
or 354 — American Lit. since 1865
ENGL 305 — Intro. to Linguistics
306 — Advanced Writing

Journalism Teaching Minor: 25 hours**Required:**

ENGL 103, 104 — Freshman Composition
241 — Intro. to Journalism
245 — Editing and Production
346 — Magazine and Feature Writing

And 10 additional hours of English. These 10 hours may NOT also count toward an English Teaching major.

Typical Courses for a Student Majoring in English**Freshman Year**

Freshman Composition
Fundamentals of Speech
Bible I
Introduction to Fine Arts
Laboratory Science
Physical Education

Sophomore Year

British Literature to 1660
American Literature to 1865
Christian Doctrine
American Civilization I
Modern Language

English Courses

ENGL 095 — Basic Writing Skills. 4 hours. Helps to diagnose and remediate deficiencies in grammar, usage, sentence structure, and writing. Introduces students to the writing process, promotes writing based on readings, and encourages writing confidence. Placement in this course is determined by the ACT English score. Students must pass an exit exam to pass this course. For students placed in this course, it is prerequisite to ENGL 102. 3 classroom periods, 2 writing center periods.

ENGL 102 — English Composition I. 4 hours. Practice in writing to develop clear, well-organized prose. Emphasizes the writing process. Passing this course with a C- or above permits the student to enroll in ENGL 104. Prerequisite: ACT English score of at least 14 or ENGL 095. 3 classroom periods, 2 writing center periods.

ENGL 103 — English Composition I. 3 hours. Practice in writing to develop clear, well-organized prose. Emphasizes the writing process. A writing center is provided for students who need additional help. Passing this course with a C- or above permits the student to enroll in ENGL 104. Prerequisite: ACT English score of 18 or above.

ENGL 104 — English Composition II. 3 hours. Further development of clear, logical prose through argumentation, analytical writing based on a work of literature, and scholarly research. Passing ENGL 102 or 103 with a C- or above is prerequisite to this course.

ENGL 120 — Introduction to Theatre. 3 hours. Same as SPCH 120.

ENGL 202 — Creative Writing. 3 hours. Emphasis on the writing of fiction and poetry. Students experiment with personal experience writing and with various techniques in writing fiction and poetry, particularly open form poetry. Students are required to submit writing to the university literary magazine for possible publication. Extensive writing experience is not a prerequisite.

ENGL 241 — Introduction to Journalism. 3 hours. An introduction to the journalistic writing style. Emphasis is on learning what is news, how to gather news and how to write news stories. Students are encouraged to publish in the local press, especially the student newspaper.

ENGL 242 — College Publications Practicum. 1 hour. The emphasis is on the development of skills in news writing, editing, layout and design for the student newspaper or yearbook. Practicum may be repeated for up to 6 hours. Each practicum hour will require approximately 4 working hours per week for a semester. The student's training will be under the direct supervision of the journalism instructor and the executive editors of the publications.

ENGL 245 — Editing and Production. 3 hours. Techniques of editing, layout and print piece production are studied. How to write editorials, and the role of the editor are also featured. Prior knowledge of journalism style and news story format is helpful.

ENGL 300 — History of the English Language. 3 hours. Developmental study of the English alphabet, phonology, morphology, syntax, grammar and vocabulary from Old English times to the present. Includes major external influences as well as internal changes. Some attention to dialects. Introduction to Linguistics is strongly recommended as a prerequisite.

ENGL 305 — Introduction to Linguistics. 3 hours. Descriptive analysis of phonology, morphology and syntax. Study of traditional, structural, and transformational grammars. Some attention is given to dialectology. Emphasis on American English.

ENGL 306 — Advanced Writing. 3 hours. Theory and practice of rhetorical modes and technical writing directed toward a disciplined personal style that reflects awareness of language, logic, organization and usage. Students will also complete specific writing assignments in their majors.

ENGL 346 — Magazine and Feature Article Writing. 3 hours. A study of various magazine formats and non-fiction article types will precede intensive feature article writing assignments. Students will be encouraged to submit articles to various markets.

ENGL 476 — Teaching English in Secondary Schools. 3 hours. Review of research in teaching English/Language Arts in secondary schools. Observation of classroom teachers and demonstration teaching of literature, language and writing. Unit planning, evaluation, classroom management, and professional issues are discussed. Students must join NCTE. Includes a 45-hour practicum in a secondary school setting.

ENGL 477 — Senior Seminar. 2 hours. Designed to integrate previous studies in English, the course stresses refinement of the student's analytical abilities by providing for individual projects and selected topics relevant to literary criticism. Other considerations include preparation for graduate entrance examinations (GRE, NTE, MAT), graduate study and career options.

ENGL 487 — Journalism Internship. 1-6 hours. A work experience for seniors at a newspaper or media-related company. Emphasis is on writing, editing, researching or doing production projects. On-the-job and faculty supervisors evaluate the student. A daily log and practicum report are required. Pass/Fail grading.

Literature Courses in English

LIT 200 — Introduction to Literature. 3 hours An introduction to poetry, fiction, and drama. Selections will include British, American, and international works. Through examination of selected major works, students will learn to understand and appreciate the complex interplay between individual talent, artistic tradition, and historical context. Prerequisite: ENGL 104.

LIT 223 — British Literature to 1800. 3 hours. A survey of representative authors, works and literary forms of the Medieval, Renaissance, and Neo-Classical eras in British literature. Approaches are historical and analytical. Prerequisite: ENGL 104.

LIT 224 — British Literature since 1800. 3 hours. A survey of representative authors, works and literary forms of the Romantic, Victorian and Modern eras in British literature. Approaches are historical and analytical. Prerequisite: ENGL 104.

LIT 253 — American Literature to 1865. 3 hours. A survey of representative works of Colonial, Federalist and Romantic periods. Approaches are historical and analytical. Prerequisite: ENGL 104.

LIT 308 — Literature of Non-Western and Third World Cultures. 3 hours. A study through literature of social, religious, political, and cultural development in Non-Western and Third World nations such as literature from Africa, India, Central America, South America. May be repeated for credit, but the country or culture area must be different.

LIT 309 — World Literature. 3 hours. A comparative and historical survey of representative writers of Western Civilization. Attention is given to the emergence and development of major themes and literary forms. Prerequisite: ENGL 104.

LIT 312 — Folklore and Myth. 3 hours. A comparative study of international folklore with emphasis on the cultural functions of the folktale, legend and myth.

LIT 313 — Major Authors. 3 hours. An intensive study of the works of one author with attention to the chronological development of his style, his main themes, and his relationship to literary tradition. May be repeated for credit. Author studied must be different. Shakespeare offered in alternate years.

LIT 329 — Period Studies in Literature. 3 hours. A study of an English, American or Continental literary period such as the European Romanticism, English Renaissance, Victorian Era, Colonial America, or contemporary England and America. May be repeated for credit. Period must be different.

LIT 354 — American Literature since 1865. 3 hours. A survey of representative works with emphasis on the rise of Realism and Naturalism in fiction, the beginnings of Modernism in poetry, and fiction between the wars. Approaches are historical and analytical. Prerequisite: ENGL 104

LIT 414 — Special Topics in Literature. 3 hours. A study of a selected genre or literary topic not ordinarily covered in other courses. Content will vary from semester to semester, and may include such topics as The Novel, Utopian/Science Fiction Literature, Modern Poetry, Jewish Literature, Oriental Literature, and Recent Southern Fiction. May be repeated for credit. Topic must be different.

English as a Second Language

All international students whose native language is not English will be required to take an on-site standardized test of English proficiency prior to enrolling in classes in the University. In addition to the standardized test, each student will provide a writing sample, which will be evaluated by a committee of readers.

Students will be placed in ESL courses or standard collegiate English composition courses on the basis of their test scores, a writing sample, and an oral interview with the ESL instructor. A test score of 80 percent on the on-site standardized test for English proficiency, successful completion of the writing sample, and recommendation of the instructor after a satisfactory oral interview are the minimum needed to enroll in the collegiate courses.

Students who score below 80 percent on the onsite standardized test will be placed in the appropriate ESL course(s). The ESL program is divided into three levels: (1) an elementary level for students who score in the 0 - 29 percent range; (2) an intermediate level for students who scored 30 - 59 percent; and (3) an advanced level for students who scored 60 - 79 percent.

The ESL students will begin their work on the appropriate levels and move through these levels sequentially until they have completed the advanced level of achieving a score of 80 percent on an on-site standardized examination, and by satisfactorily completing a writing sample and oral interview with the instructor.

A student must enroll in the ESL course each semester until he has achieved a score of 80 percent or higher. A maximum of three hours of collegiate credit may be earned in the ESL program, no matter how many semesters a student enrolls in the course before proficiency of 80 percent is established. This credit will not apply to the University's General Education Requirement in English Composition.

The ESL program is semi-intensive with a reduced load of other University classes. The student's course load will be determined by an advising committee that will meet in the fall. The ESL program will provide training in the four language skills: listening, speaking, writing, and reading.

Courses will meet according to a schedule devised by the instructor, and students will be placed into appropriate courses as a result of

performance on the standardized placement test, writing sample, and oral interview with the instructor. Students may be enrolled in from 2 to 10 hours of ESL course work per week.

All students enrolled in ESL courses will be assessed a per-semester fee to cover instruction, materials, and laboratory expenses.

ESL courses cannot be taken on an audit basis.

Upon successful performance on a standardized test of English proficiency and writing sample (80 percent or above), the ESL student will enroll in ENGL 102 — Freshman Composition I.

ESL Courses

ESL 001 — Speaking. 2 hours. Helps students increase their ability to express themselves in socially as well as grammatically acceptable ways.

ESL 002 — Reading. 2 hours. Helps to build students' comprehension of essential vocabulary and structure as a basis for future language studies. Basic reading strategies that will help students in the reading process are reviewed and practiced.

ESL 003 — Composition. 3 hours. Leads students from the beginning stages of generating ideas to the final stages of revising, editing, and polishing their writing. Focuses on the principal skills of selecting relevant information, organizing it effectively, and expressing it in accurate language. Students write paragraphs and essays.

ESL 004 — Listening. 2 hours. Provides students with listening practice that will help them improve their ability to understand the spoken word.

Modern Languages and Literature Department — MLAN

Faculty

VICKI TRYLONG (1976)

*Professor of Modern Languages, Department
Head*

B.A., 1970, Olivet Nazarene University

M.A.T., 1980, Purdue University

Ph.D., 1987, Purdue University

KRISTIN KING (1991)

Instructor of Spanish

B.A., 1985, Olivet Nazarene University

Loyola University, Chicago

The programs leading to the Bachelor of Arts degree with a major in Romance Languages are designed to develop in the student an ability to comprehend, speak, read, and write the language. Many students combine a language major with a related major or minor for careers in communications, business, social welfare, etc. Other students study languages in preparation for teaching modern languages at the secondary level.

Students with one year or less of foreign language credit on the junior high or senior high levels will meet the foreign language requirements on the B.A. degree by successfully completing Elementary I and II in the language of their choice.

Courses numbered 101 and 111 may not be taken for credit by students with two years or more of high school credit in that language. If students feel deficient, they may audit these courses. Upon completion of the Elementary II course with a minimum grade of C- they may petition for four hours of Elementary I in the same language.

A student with three or more years of high school credit in a language who desires to complete a major or minor in that language may petition for 8 hours of credit for Elementary I and II upon completion of 10 hours of upper division courses of the same language with a minimum grade of C-.

The department frequently offers foreign travel seminars to France, Spain, and French Canada.

Language majors are strongly encouraged to participate in these programs.

Romance Languages Major (French and Spanish): 37 Hours. B.A.

Required:

24 hours of upper division courses (including Phonetics) in language of primary interest, and 13 hours of upper division courses in the second language (Grammar Review, Culture and Civilization, and the Advanced Communication Course).

Must be supported by 9 hours from:

ENGL 305 — Linguistics

LIT 309 — World Literature

HIST 111 or 112 — Western Civilization

366 — Latin American History

PSCI 349 — Third World Development

SPCH 101 — Fundamentals of Speech

349 — Intercultural Communication

Romance Languages Teaching Major: B.A.

Same as the major above plus the Professional Education Sequence including MLAN 469 — Teaching of Modern Languages. The aural and oral abilities of teaching majors and minors will be evaluated at all levels

Teaching Minor (French, Spanish): 21 Hours in one language

Required:

Elementary I and II, Grammar Review, culture and Civilization, and the Advanced Communication Course.

Minor (French, Spanish): 18 hours

Required:

Elementary I and II, Grammar Review, and Culture and Civilization courses.

Typical Courses for a Student Majoring in Modern Language

Freshman Year

Language of Your Choice

Freshman Composition

Fundamentals of Speech

Bible I

Physical Education

Natural Science

Sophomore Year

Continued Language Courses

Christian Doctrine

Introduction to Psychology

Introduction to Fine Arts

Literature

History

General Courses

MLAN 469 — The Teaching of Modern Languages. 3 hours. A methods course dealing with language learning and teaching applied to French and Spanish. Required of majors who plan to teach. Prerequisite: EDUC 351 and Grammar Review, Culture and Civilization courses in the language sequence. Includes a 45-hour practicum in a secondary school setting.

French — FREN

FREN 101 — Elementary French I. 4 hours. A comprehensive elementary course which includes grammar, pronunciation, oral and written composition, and reading.

FREN 102 — Elementary French II. 4 hours. A continuation of FREN 101 with additional emphasis on reading.

FREN 301 — Grammar Review. 5 hours. Grammar review, aural comprehension, conversation, reading. Prerequisite: FREN 102 or 3-4 years of high school French.

FREN 302 — French Culture and Civilization. 5 hours. A survey of French life and French institutions. Intended as a background for literary studies and as a preparation for teaching French. Prerequisite: FREN 301.

FREN 342 — Advanced Communication in French. 3 hours. This course is designed to provide more extensive practice in communicating in French. Course work concentrates on the active (student-generated) skills of speaking and writing. Prerequisite: French 301. May be repeated one time for credit.

FREN 353 — French Literature. 3 hours. French literature from La Chanson de Roland through the Renaissance. This is a survey course including a study of the history of the literature and the reading of selected works. Prerequisite: French 302.

FREN 354 — French Literature. 3 hours. A course concentrating on Classical theatre, the Philosophies, and Romantic poetry. This class will follow the same format as FREN 353. Prerequisite: French 302.

FREN 355 — French Literature. 3 hours. A continuation of the study of literature, particularly from 1850 to the present. This course will follow the same format as FREN 353 and 354. Prerequisite: French 302.

FREN 473 — Programmed French Phonetics. 2 hours. A systematic study of the sounds and sound patterns of French. Oral and listening practice. Analysis and correction of the student's pronunciation with special attention to the problems of teachers. Prerequisite: French 302.

FREN 476 — Topics in French Studies. 1 to 3 hours. The student may select an area of special interest to work on independently. A plan of study will be agreed upon with the instructor. This plan may include readings, papers, or other special projects in that area. Possible topics might cover: various aspects of French literature, Francophone cultures, commercial French, or other similar studies. Prerequisite: or permission of instructor. May be repeated for credit.

Spanish — SPAN

SPAN 111 — Elementary Spanish I. 4 hours. A comprehensive elementary course which includes grammar, pronunciation, oral and written composition, and reading.

SPAN 112 — Elementary Spanish II. 4 hours. An intermediate level course which is a continuation of SPAN 111 with an additional emphasis on reading.

SPAN 311 — Grammar Review. 5 hours. Grammar review, aural comprehension, conversation, reading. Prerequisite: SPAN 112 or 3-4 years of high school Spanish.

SPAN 312 — Spanish and Spanish-American Culture and Civilization. 5 hours. A survey of Spanish life and Spanish institutions intended as a background for literary studies and as a preparation for teaching Spanish. Prerequisite: SPAN 311.

SPAN 341 — Advanced Communication in Spanish. 3 hours. This is a course designed to give intensive practice in communicating in the foreign language. The course provides opportunities to improve listening, speaking and writing abilities. Prerequisite: Spanish 312. May be repeated one time for credit.

SPAN 361 — Spanish Literature. 3 hours. Spanish literature from Poema del Cid through the 19th Century. A survey course which includes a history of the literature and the reading of selected works representative of the various periods. Prerequisite: Spanish 312.

SPAN 362 — Spanish American Literature. 3 hours. Spanish-American literature from the Conquistadores through the 19th Century. A survey course which includes a history of Spanish-American literature and the reading of selected works representative of the various periods. Prerequisite: SPAN 312.

SPAN 363 — 20th Century Spanish and Spanish-American Literature. 3 hours. A course which includes a history of the literature of Spain and Spanish America of the 20th Century, and the reading of selected works representative of the period. Prerequisite: Spanish 312.

SPAN 484 — Spanish Phonetics. 2 hours. A systematic study of the sounds and sound patterns of Spanish. Oral practice. Emphasis on articulation and intonation. Analysis and correction of the student's pronunciation with special attention to the problems of teachers. Prerequisite: Spanish 312.

SPAN 486 — Topics in Spanish Studies. 1 to 3 hours. The student may select an area of special interest to work on independently. A plan of study will be agreed upon with the instructor. This plan may include advanced readings in Spanish or Spanish American literature, special projects in commercial Spanish, Spanish for medical personnel, or other similar studies. Prerequisite: permission of instructor. May be repeated for credit.

Speech Communication Department – SPCH

Faculty

DAVID KALE (1977)

*Professor of Speech Communication;
Communication Division Head, Speech
Communication Department Head*

B.A., 1966, Eastern Nazarene College

M.A., 1970, Temple University

Ph.D., 1974, Pennsylvania State University

ANGELA LATHAM-JONES (1988)

*Assistant Professor of Speech
Communication*

B.A., 1983, Olivet Nazarene University

M.S., 1986, North Texas State University

D. REGINA LINDSEY (1991)

Instructor of Speech

B.A., 1989, Northwest Nazarene College

M.A., 1991, University of Washington

HENRY SMITH (1988)

Professor of Speech Communication

B.R.E., 1973, God's Bible College

B.S., 1977, University of Cincinnati

M.A., 1978, University of Cincinnati

Ph.D., 1987, Ohio State University

Adjunct Faculty

WILLIAM DEWEES (1992)

Instructor of Broadcasting

B.A., 1991, Mt. Vernon Nazarene College

MBA study, Olivet Nazarene University

The courses in the Department of Speech Communication have three objectives as follows: 1) The training of students in the field of Speech covering both the scientific and the artistic aspects; 2) The development of skill in expression which will better equip the individual for a place of leadership, and 3) The preparation of specially qualified students in the field of Speech Communication.

Speech Communication Major. General Concentration. 37 Hours. B.A.

Required:

SPCH 101 – Fundamentals of Speech

102 – Performance Studies

103 – Interpersonal Communication

200 – Intro. to Communication Studies

221 – Mass Media in Society

233 – Small Group Communication

241 – Intro. to Journalism

341 – Persuasion

347 – Organizational Communication

349 – Intercultural Communication

391 – Communication Ethics

457 – Communication Theory

458 – Rhetorical Theory

Required supporting courses:

ENGL 305 – Intro. to Linguistics

306 – Advanced Writing

HIST 112 – Western Civilization II

or 132 – American Civilization II

HIST 346 – U.S. Foreign Policy since 1914

Strongly recommended:

CSIS 101 – Concepts of Computer
Application

Speech Communication Major – Broadcast Concentration. 46 Hours. B.A.

Required:

SPCH 101 – Fundamentals of Speech

102 – Performance Studies

103 – Interpersonal Communication

170 – Broadcast Announcing

200 – Intro. to Communication Studies

221 – Mass Media and Society

241 – Intro. to Journalism

272 – Broadcast Writing

275 – Broadcast Production

277 – Broadcast Practicum (6 hours)

341 – Persuasion

345 – Political Communication

391 – Communication Ethics

458 – Rhetorical Theory

497 – Broadcast Internship (6 hours)

Required supporting courses:

ENGL 305 – Intro. to Linguistics

HIST 112 – Western Civilization II

or 132 – American Civilization II

HIST 346 – U.S. Foreign Policy since 1914

Strongly recommended:

CSIS 101 – Concepts of Computer
Applications

Speech Communication Major - Journalism Concentration. 38 Hours. B.A.

Required:

SPCH 101 – Fundamentals of Speech

200 – Intro. to Communication Studies

221 – Mass Media and Society

- 241 — Intro. to Journalism
- 242 — College Publication Practicum
(4 hours)
- 245 — Editing and Production
- 341 — Persuasion
- 345 — Political Communication
- 346 — Magazine and Feature Article
Writing
- 391 — Communication Ethics
- 458 — Rhetorical Theory
- 487 — Journalism Internship (6 hours)

Required supporting courses:

- ART 172 — Intro. to Photography
- ENGL 305 — Intro. to Linguistics
306 — Advanced Writing
- HIST 112 — Western Civilization II
or 132 — American Civilization II
- HIST 346 — U.S. Foreign Policy since 1914

Strongly recommended:

- CSIS 101 — Concepts of Computer
Applications
- SPCH 103 — Interpersonal Communication

**Speech Communication Major — Film
Studies Concentration. 39 hours. B.A.**

Required:

- SPCH 101 — Fundamentals of Speech
 - 102 — Intro. to Performance Studies
 - 110 — Introduction to Acting
 - 120 — Introduction to Theatre
 - 198, 398 — Drama Practicum (2 hours)
 - 221 — Mass Media and Society
 - 457 — Communication Theory
 - 458 — Rhetorical Theory
- Plus 16 hours credit for participation in the
Christian College Coalition Los Angeles
Film Studies Center.

Required supporting courses:

- ART 172 — Intro. to Photography
- LIT 313 — Major Authors (Shakespeare)
354 — American Literature since 1865
- ENGL 202 — Creative Writing
- 305 — Introduction to Linguistics

Recommended supporting courses:

- CSIS 101 — Concepts of Computer
Application
- LIT 223 or 224 British Literature
253 — American Lit. to 1865
- ENGL 306 — Advanced Writing

Speech Communication Minor: 19 Hours.

Required:

- SPCH 101 — Fundamentals of Speech
 - 103 — Interpersonal Communication
 - 200 — Intro. to Communication Studies
 - 221 — Mass Media and Society
- Select 9 elective hours in Speech. 6 must
be upper division. No more than 3
hours of Communication Internship
may be applied.

Broadcasting Minor: 18 Hours.

Required:

- SPCH 101 — Fundamentals of Speech
- 170 — Broadcast Announcing
- 200 — Intro. to Communication Studies
- 221 — Mass Media and Society
- 272 — Broadcast Writing
- 275 — Broadcast Production
- 277 — Broadcast Practicum (2 hours)

Journalism Minor: 18 Hours.

Required:

- SPCH 101 — Fundamentals of Speech
- 200 — Intro. to Communication Studies
- 221 — Mass Media and Society
- 241 — Intro. to Journalism
- 242 — College Publication Practicum
- 245 — Editing and Production
- 346 — Magazine and Feature Article
Writing

Strongly recommended:

- SPCH 391 — Communication Ethics

Theatre Minor: 17 hours.

Required:

- SPCH 101 — Fundamentals of Speech
- 102 — Intro. to Performance Studies
- 110 — Introduction to Acting
- 120 — Introduction to Theatre
- 198 or 398 — Drama Practicum (2 hours)
- LIT 313 — Major Authors (Shakespeare)

**Speech Communication Teaching Minor:
24 hours** as approved by the Department
Head. The student must include course
work from at least three of the following
areas: Public Speaking, Interpersonal

Communication, Oral Interpretation, and Group Discussion.

Journalism Teaching Minor: 25 hours.

See the English Department.

Typical Courses Recommended for Speech Communication Majors

Courses will vary according to major option.

Freshman Year

Fundamentals of Speech

Freshman Composition

Introduction to Psychology

Bible I

Laboratory Science

Physical Education

Sophomore Year

Intro. to Communication Studies

Christian Doctrine

Introduction to Journalism

Language

Concepts of Computer Application

Interpersonal Communication

Creative Writing

Speech Communication Courses

SPCH 101 — Fundamentals of Speech. 3 hours.

Study of fundamental concepts in speech communication including the preparation and delivery of speeches, basic interpersonal communication skills, and small group communication activities. This course is a blend of both communication theory and skills development with a strong emphasis on speech delivery.

SPCH 102 — Performance Studies. 3 hours. The student will learn theories and skills for the oral performance of various types of literary texts including dramatic literature, prose, and poetry.

SPCH 103 — Interpersonal Communication. 3 hours. Communication theory and its value in interpersonal relationships; attention is given to the development of insights regarding the process of communication as well as the developments of techniques and skills in the communication of ideas through class activities.

SPCH 104 — Parliamentary Law. 1 hour. The study and practice of parliamentary procedure. Same as CHED 104.

SPCH 110 — Introduction to Acting. 3 hours. Study of the process of analyzing and creating roles for performance. Students will develop technical performance skills through scenework. Theories of acting will be analyzed and applied.

SPCH 120 — Introduction to Theatre. 3 hours. The study of the theatre as an art form. This course will integrate various approaches to the study and appreciation of the theatre including its performance, historical and literary aspects.

SPCH 198, 398 — Dramatic Practicum. 1 hour. Credit will be granted to persons who make major contributions to a dramatic production on campus. Participation may include acting, assistant directing, lighting, set design/construction, etc. Up to 4 credit hours may be earned in this manner. Determination of credit and major contribution is to be judged by the faculty member directing the production. Each practicum hour will require approximately 4 working hours per week.

SPCH 200 — Introduction to Communication Studies. 1 hour. An introduction to speech communication literature, the place of speech communication among related academic communities, and to methods and modes of research in speech communication. Students will be required to investigate and report on a specific area of study with speech communication.

SPCH 221 — Mass Media and Society. 3 hours. History and current issues in mass communication; examines basic technology, social and regulatory control, economics, audience uses and gratification, and media effects on individuals and society.

SPCH 233 — Small Group Communication. 3 hours. Designed to help the student develop the skills necessary (problem-solving, creative thinking, decision-making) for effective communication in the small group through appropriate readings and by providing related group activities.

SPCH 341 — Persuasion 3 hours. A study of principles and techniques of attitude and behavior change at group and societal levels. Special attention will be given to the use and misuse of propaganda. Term project will include the production of an actual persuasive campaign based on principles developed earlier in the term.

SPCH 345 — Political Communication. 3 hours. This course takes a systematic approach to the study of communication as it occurs in the political sphere of our society. Of particular concern will be topics such as the use and abuse of argument, emotional appeal, credibility, and the nature of the political campaign. Offered in alternate years.

SPCH 347 — Organizational Communication. 3 hours. The purpose of this course is to examine and develop some proficiency in the skills which are necessary to effectively communicate within organizations as well as between organizations and their constituencies. Of particular interest are topics such as conflict resolution, developing trust, clear presentation of organizational image, and decision-making in organizations. Offered in alternate years.

SPCH 349 — Intercultural Communication. 3 hours. Similarities and differences of communication patterns across cultures is the focus of this course. Of particular concern will be communication rituals, nonverbal signals and communication patterns of cultural groups.

SPCH 391 — Communication Ethics. 3 hours. A variety of ethical systems (Christian, utilitarian, Aristotelian, etc.) will be used in this course to assist the student in developing a means of making and evaluating ethical decisions in communication. A case study approach will be used to examine the role of ethics in public relations, journalism and broadcasting.

SPCH 457 — Communication Theory. 3 hours. The purpose of this course will be to provide an in-depth look at some of the dominant theories being used in the study of human communication today. Some of the topics to be covered will be symbolic interactionism, rhetorical sensitivity, coordinated management of meaning, systems theory, and information processing. Prerequisites: A total of at least 15 hours in the major, or approval of the instructor. Offered in alternate years.

SPCH 458 — Rhetorical Theory. 3 hours. Reading and detailed study of the theories of principal rhetoricians from ancient to modern times. Attention will be given to research techniques in rhetoric; students will conduct a major research project. Prerequisites: A total of at least 15 hours completed in the major, or approval of instructor.

SPCH 466 — Communication Internship. 1-6 hours. The student will intern under the supervision of a professional in an off-campus organization. Typically the internship might include practical experience in public relations. The practicum should not be taken until after the junior year or until most required courses in the major have been completed. A minimum of 40 clock hours per credit hour must be spent on site. The student is expected to be an active participant in securing the practicum experience. Students must be registered during the term of the internship. No more than 3 hours of Communication Internship may be applied to the minimum number of hours required for the Speech Communication minor.

Broadcasting Courses

SPCH 170 — Broadcast Announcing. 2 hours. Emphasizes the communication and performance skills that are essential for successful announcing. Topics include: interpreting copy, voice and diction, broadcast interviewing, and sports and music announcing. Students are given practical experience with broadcast studio equip-

ment necessary for announcing. **SPCH 277 — Broadcast Practicum** must be taken concurrently with this course.

SPCH 272 — Broadcasting Writing. 2 hours. The many facets of writing for broadcast will be explored. Various areas examined are: script formats, commercials, public service announcements, news writings, and radio drama. Content as well as stylistic concerns will be emphasized. **SPCH 277 — Broadcast Practicum** must be taken with this course. Prerequisite: **SPCH 170 — Broadcast Announcing** or permission of the instructor. Offered in alternate years.

SPCH 275 — Broadcast Production. 2 hours. The process of broadcast production including tape splicing, editing, dubbing, and various recording procedures. Students will create, plan and produce programs to be aired on the campus radio station. **SPCH 277 — Broadcast Practicum** must be taken with this course. Prerequisite: **SPCH 170 — Broadcast Announcing** or permission of the instructor. Offered in alternate years.

SPCH 277 — Broadcast Practicum. 1 hour. Practical experience in the campus radio station by serving in a wide variety of areas from station management to staff announcer. Practicum may be repeated up to 6 credit hours. Each practicum hour will require approximately 4 working hours per week. Prerequisite: **SPCH 170 — Broadcast Announcing**.

SPCH 497 — Broadcast Internship. 1-6 hours. The student will intern at a broadcast facility for direct exposure to the everyday operation of broadcasting. The practicum should not be taken until after the junior year or until all required courses in broadcasting have been completed. A minimum of 40 clock hours must be spent on site for each credit hour. The student is expected to be an active participant in securing the internship experience. Students must be registered during the term of the internship.

Journalism Courses

SPCH 241 — Introduction to Journalism. 3 hours. An introduction to the journalistic writing style. Emphasis is on learning what is news, how to gather news and how to write news stories. Students are encouraged to publish in the local press, especially the student newspaper.

SPCH 242 — College Publication Practicum. 1 hour. The emphasis is on the development of skills in news writing, editing, and layout and design for the student newspaper or yearbook. Practicum may be repeated up to 6 credit hours, but only 4 hours are required for the Journalism

Track. Each practicum hour will require approximately 4 working hours per week. The student's training will be under the direct supervision of the journalism instructor and the executive editors of the publications.

SPCH 245 — Editing and Production. 3 hours. Techniques of editing, layout and print piece production are studied. How to write editorials, and the role of the editor are also featured. Prior knowledge of journalism style and news story format is helpful. Offered in alternate years.

SPCH 346 — Magazine and Feature Article Writing. 3 hours. A study of various magazine formats and non-fiction article types will precede intensive feature article writing assignments. Students will be encouraged to submit articles to various markets. Offered in alternate years.

SPCH 487 — Journalism Internship. 1-6 hours. A work experience for seniors at a newspaper of media-related company. Emphasis is on writing, editing, researching or doing production projects. On-the-job and faculty supervisors evaluate the student. A daily log and internship report are required. Pass/Fail grading.



The Drama Club gives several presentations each year in Kresge Auditorium. Dr. Lora Donoho joined the students to play the lead role in this play.



Springtime brings dozens of blossoming trees to full glory like this magnolia in front of Burke Administration Building.

Division of Education

Education — EDUC

Library Science — LSCI

Lora H. Donoho, Division Head

The major aim of the Division of Education is the preparation of students for effective teaching in elementary and secondary schools. The Division includes the faculty of the Department of Education and of the Library. The Division of Education is a service division for teacher education and is responsible for the coordination of all teacher education programs at the University.

Teacher education at Olivet Nazarene University makes use of the total educational resources of the university, is the concern of the entire faculty, and is under the direction of the faculty. Accordingly, teacher education is coordinated through designated officers, the Teacher Education Executive Committee, Teacher Education Faculty and other policy making bodies of the University. The program is designed to bring the resources of the University to bear most effectively in the education of teachers.

Because of the continual effort to coordinate the activities of the Division of Education and the academic departments which offer teacher education programs, the prospective teacher is encouraged to confer with advisers from both the Division of Education and the department of the chosen major field.

Education Department — EDUC

Faculty

LORA H. DONOHO (1991)

Professor of Education, Director of Teacher Education, Education Division Head

B.A., 1953, Olivet Nazarene University

M.S., 1962, Southern Illinois University

Ph.D., 1970, University of Illinois

FRANCES REED (1989)

Assistant Professor of Education

B.S., 1973, Olivet Nazarene University

M.A., 1982, Governors State University

STEPHEN M. PUSEY (1980)

Professor of Education, Dean, School for Graduate and Adult Studies

B.A., 1975, Olivet Nazarene University

M.A., 1976, Northern Arizona University

Ph.D., 1981, Ohio State University

SARA SPRUCE (1979)

Professor of Education

B.S., 1967, Eastern Nazarene College

M.A., 1969, Ball State University

Advanced Certificate in Education, 1976,

University of Illinois

Ed.D., 1979, University of Illinois

DIXIE TURNER (1979)

Professor of Education

B.S. 1975, Olivet Nazarene University

M.A., 1979, Olivet Nazarene University

Advanced Certificate in Secondary English

Education, 1982, University of Illinois

Ph.D., 1987, University of Illinois

JOSEPH YORK (1990)

Director of Media Services

B.S., 1980, Ball State University

M.A., 1982, Ball State University

Teacher Education Department Specialists

Art — Dr. Donald Royal

English — Dr. Judy Whitis

Home Economics — Dr. Rubalee Wickland

Mathematics — Dr. David Atkinson

Music — Prof. Joe M. Noble,

Prof. Ruthmarie Eimer

Natural Science — Dr. Randal Johnson,

Dr. Al Fleming

Physical Education — Prof. Brian Baker,

Prof. Brenda Patterson

Romance Language — Prof. Kristin King

Social Studies — Dr. Stephen Pusey

Objectives of Teacher Education

A. Students admitted to, and retained in, the teacher education program are expected to demonstrate suitable growth in the habits, attitudes, skills, and personal qualities specified in the institutional objectives. They constitute the general objectives of teacher education.

Within the framework of the general objectives of the university, the faculty has formulated specific objectives of teacher education. These objectives specify qualities considered essential for teachers. The faculty expects that the teacher education graduate will be a person who:

1. Possesses competency in the area(s) of specialization in which he/she expects to teach;

2. Understands the school as a social institution and teaching as a profession, and is able to interpret the school and its function to the public;

3. Has a professional attitude that insures quality service and continued growth in the profession;

4. Understands human development, behavior, adjustment, learning process, and individual differences;

5. Knows instructional materials, methods, techniques, and evaluation procedures, is skilled in their use, and understands their bases in principles of development, learning, and individual differences;

6. Appreciates the opportunities for Christian service in the teaching profession;

7. Organizes and presents learning experiences effectively;

8. Is aware of the teacher's relationships to students, professional colleagues, and the public, and possesses the knowledge and skills implied by these relationships;

9. Integrates in a personally effective way the qualities of stability, patience, sympathy, and creative imagination;

10. Accepts the child as a person worthy of respect and has faith in his/her improvement through the medium of organized education;

11. Makes educational decisions that are coherent with a growing personal philosophy of education;

12. Makes use of basic knowledge of himself/herself and of the profession in determining his/her anticipated role in the profession of education;

13. Makes accurate appraisal of the requirements of teaching positions and of his/her qualifications relative to them;

14. Accepts professional employment and maintains professional relationships in harmony with recognized ethical principles.

B. Admission to the University neither implies nor guarantees acceptance into the teacher education program. Preparation for teaching is a privilege and not a personal right. The University may discourage any individual from attempting to complete preparation for a career in education if, in the opinion of the Teacher Education Faculty, he/she fails to meet acceptable professional and personal standards.

Students desiring an undergraduate major in education must first be received into the Teacher Education Program of the university by action of the Teacher Education Executive Committee, must declare that intention by the beginning of the junior year, and must have, and continue to maintain, a 2.5 point average in all college work, and a 2.75 GPA in the major.

A grade of C- or above is required for Professional Education Sequence courses for student teaching and graduation for all teacher education majors.

General Education for Teachers

The general education requirements for teachers are the same as those of other students in the university except that certain choices within the program must be made and the hours slightly increased to include the following:

- a. Fundamentals of Speech (SPCH 101).
- b. One course in Biological Science and one course in Physical Science, including at least one lab course. Elementary majors must have at least 12 hours in the Natural Sciences; Secondary and Music majors must have at least 9 hours of Natural Science.
- c. MATH 111 — Mathematics for Elementary Teachers I (grade of C- or above) and MATH 112 — Mathematics for Elementary Teachers II (grade C- or above) for elementary; 3 hours of Mathematics (grade C- or above) for secondary. Math courses numbered

131 or above may be substituted for Math 111 and/or MATH 112 for elementary education majors.

d. Psychology 101 or 211 (Elementary) or 212 (Secondary).

e. PSCI 123 — American Government and a three-hour course in American History.

f. One three-hour course in Non-Western or Third World Culture, selected from Latin American History, The Pacific World, Anthropology, Literature of Non-Western and Third-World Cultures, Third World Development, Comparative Economic Systems, World Religions, or World Musics.

g. One course in domestic multicultural understanding for students seeking a B.S. degree.

h. Grades of C- or better in each of the required Freshman Composition courses.

i. The total for Elementary majors for the B.A. degree will be 70 hours; for the B.S. degree, the total is 63 hours. For Secondary or Music majors, the B.A. degree total is 64 hours; and the B.S. degree total is 57 hours to satisfy the General Education Requirements. A complete chart of this material appears earlier in this catalog.

j. Early Childhood Education majors must select the following courses for General Education among the various options: PSYC 211—Child Developmental Psychology, SOCY 380—Ethnic Relations, and HMEC 121—Introduction to Nutrition.

Students preparing to teach in elementary school and those preparing to teach in the subject matter fields of biology, home economics, music, physical education and physical science may elect to receive a Bachelor of Science degree rather than a Bachelor of Arts degree. If they do this, they may select courses in Intercultural Understanding in the General Education program rather than courses in foreign language. Students planning to teach in high school other than in the subjects specified above will normally complete requirements for the Bachelor of Arts degree.

**Elementary School Program
Professional Education Sequence**

The professional education sequence required for prospective elementary teachers follows. A grade of C- or above is required for courses in the Professional Education Sequence for student teaching and graduation.

**Elementary Education Major: 44 hours.
B.A. or B.S.**

Required:

EDUC 101 — Education in American Society

- 249 — Educational and Developmental Psychology
- 261 — Art Activities for Children
- 269 — Children's Literature
- 342 — Elementary School Reading Instruction
- 343 — Elementary School Language Arts Instruction
- 344 — Elementary School Social Studies Instruction
- 345 — Elementary School Science Instruction
- 356 — Elementary School Mathematics Instruction
- 376 — Survey of the Exceptional Child
- 484 — Student Teaching in the Elementary School
- 494 — Senior Seminar
- 498 — Audio-Visual Lab.

Required supporting courses:

18 hours, (9 of which must be upper division) in addition to the General Education Requirements, selected from one of the following disciplines: Art, Biology, Chemistry, Economics, English, Foreign Language, Geology, Health, History, Mathematics, Music, Philosophy, Political Science, Psychology, or Sociology.

Secondary School Program

Professional Education. 28 hours, including the required professional education sequence for prospective secondary teachers which follows. A grade of C- or above is required for courses in the Professional Education Sequence for student teaching and graduation.

EDUC 101 — Education in American Society

- 249 — Educational and Developmental Psychology
- 351 — General Methods for the Secondary School
- 376 — Survey of the Exceptional Child (Phys. Ed. majors will take PHED 370 — Adaptive Physical Education — in place of EDUC 376.)
- 486 — Supervised Student Teaching in the Secondary School
- 494 — Senior Seminar
- 498 — Audio-Visual Lab
- A Special Methods course in the Teaching Field

Subject Matter Specialization

Students planning to teach in secondary schools must be prepared for certification in one teaching field, and must, in addition, complete one of the following options:

Option A. Teaching Major with a Teaching Minor

The major teaching field must consist of at least 32 semester hours or the number of hours specified for the department or teaching area concerned. The second teaching area must include 20 to 27 semester hours.

	Major	Minor
Art	33 hours	24 hours
Biological Science	36 or 40	24
Chemistry	32	24
English	35	24
History	32	24
Home Economics	41	24
Mathematics	33	20*
Physical Education	34	24
Physical Science	32	24
Romance Languages	52	
Social Science	54	24

Minor concentrations (second fields only) which Olivet offers and the required number of hours for each are:

Earth and Space Sciences — 24; French — 21; General Science — 24; Health Education — 21; Journalism — 25; Music — 24; Physics — 27; Psychology — 21; Spanish — 21; Speech Communication — 24.

See departmental listing for specific requirements.

*In Illinois, 25 hours of Mathematics, including 3 hours of methods, are required.

Option B. Teaching Major with Special Emphasis

Selection of this option involves submitting a statement of and an acceptable rationale for the substitution of a Special Emphasis for the teaching minor. This must be submitted to and approved by the major department, the Secondary Education Coordinator in the Department of Education, and the Director of Teacher Education. The selection of Option B might not meet requirements for certification in some states. In addition, approval of the Teacher Education Executive Committee is required for any Option B requiring 15 hours or less.

Music Teaching Program K-12

Professional Education: The required Professional Education Sequence for music education follows. A grade of C- or above is required for courses in the Professional Education Sequence for student teaching and graduation. 30 hours:

- EDUC 101 — Education in American Society
- 249 — Educational and Developmental Psychology
- 375 — Instrumental Music and Conducting
- or 378 — Choral Methods and Conducting
- 376 — Survey of the Exceptional Child
- 460 — General Music Methods
- 485 — Supervised Student Teaching — all grades
- 494 — Senior Seminar
- 498 — Audio-Visual Lab

Subject Matter Specialization

See Department of Music.

Early Childhood Education Teaching Major: 38 hours. B.A. or B.S.

Required:

- EDUC 110 — History and Philosophy of Early Childhood Education
- 210 — Instructional Methods of Early Childhood Education
- 261 — Art Activities for Children
- 269 — Children's Literature
- 310 — Techniques and Methods of Early Childhood
- 346 — Language Development in Young Children
- 359 — Teaching Reading to Young Children
- 376 — Survey of the Exceptional Child
- 482 — Student Teaching for Early Childhood Education
- 494 — Senior Seminar

Required supporting courses:

- CDEV 264 — Child, Family and Community Relations
- HMEC 252 — Consumer Economics
- 355 — Management of Family Resources
- 330 — Community Nutrition

18 hours, (9 of which must be upper division) in addition to the General Education Requirements, selected from one of the following disciplines: Art, Biology, Chemistry, Economics, English, Foreign Language, Geology, Health, History, Mathematics, Music, Philosophy, Political Science, Psychology, or Sociology.

General Education Requirements for this major are the same as those for the Elementary Education major, except that the following courses must be selected among the various options:

- PSYC 211 — Child Developmental Psychology
- SOCY 380 — Ethnic Relations
- HMEC 121 — Introduction to Nutrition

At least one 3 hour course which meets the requirement for either "Third-World Culture" or "Domestic Multicultural Understanding" credit must be a Social Science course (History, Economics, Political Science, Psychology, Sociology, Anthropology, Geography).

Child Development Major: 53 hours. B.S.

See the Department of Home Economics for this program which is not certified for teaching.

Associate of Arts Degree for Child Development: 65 hours.

See the Department of Home Economics for this program which is not certified for teaching.

Associate of Arts Degree Program for Teacher Aides**Required: 15-20 hours**

EDUC 129 — Teacher Aide Field Work
(1-2 hours)

249 — Educational and Developmental Psychology

342 — Elementary School Reading Instruction

PHED 200 — Introduction to Health Education

367 — Methods and Materials in Physical Education —
Elementary School

or ART 105 — Crafts

or PHED 301 — Health Education for
Elementary School

Recommended:

LSCI 201 — Use of Libraries and
Information Sources

Candidates for the Associate of Arts degree for Teacher Aides must complete the General Education Requirements (*Catalog*, Chapter 2) including PSYC 101 — Introduction to Psychology or PSYC 211 (for elementary aides) or PSYC 212 (for secondary aides), and a course in Mathematics. The total program is subject to the approval of the department chairman.

The Master of Arts in Education Degree is offered for both Elementary and Secondary teachers as well as a Master of Arts in Teaching. These programs are described in the chapter of this catalog devoted to graduate studies and in a separate Bulletin of the School of Graduate and Adult Studies.

Admission to Teacher Education

Admission to the Teacher Education Program of the University is necessary for admission to special methods courses in education and to student teaching. Normally the student will apply for such admission by the end of the sophomore year and immediately after, or while taking, the first course in the professional sequence. Otherwise, progress through the professional sequence of courses may be delayed. Application blanks may be secured at the Education Office. Applications for the Teacher Education program will be screened by the Director of Teacher Education, and acted upon by the Teacher Education Executive Committee, and reported to the Teacher Education Faculty. Factors which are weighed in considering applications are personality, emotional stability, character, scholarship, competence in communication, physical health, and professional interest. The following requirements must be met for admission:

1. Completion of 45 hours of coursework with at least a 2.5 grade point average.

2. Clearance by the office of the Dean of Students.

3. Grades of C- or above in each of the required Freshman English Composition courses.

4. Satisfactory recommendations from two out of three faculty members, and a good character reference from a person approved by the Director of Teacher Education.

5. Demonstrate pre-determined competency level on a series of basic skills tests.

In submitting references, students should be sure to include the names of faculty advisers. The evidence of professional interest may be considered questionable for students who have not availed themselves of opportunities for work with youth groups, in church school teaching, or of other opportunities for assisting children and youth to grow.

The required basic skills tests will be given in November and April in the "Education in American Society" course. A student who does not score at or above the competency level stated in "The Teacher Education Handbook" will be permitted to retake the tests the next semester at the scheduled time if he/she completes a program for remediation as established by the Teacher Education Faculty Committee and outlined in "The Teacher Education Handbook." A student who fails to demonstrate competency at the time of the

retake of the basic skills test will be asked to once again complete a program for remediation. If the student does not score at or above the established competency level on the second retake of the tests, he/she will not be admitted into the teacher education program.

Pre-Student Teaching Laboratory Experiences

Pre-student teaching laboratory experiences, including the use of films (vicarious experiences) and school observation and participation, are required in some of the education courses taken prior to student teaching. The minimum number of pre-student teaching hours for secondary education and music education majors is 110 clock hours.

Elementary education majors must complete a minimum of 132 pre-student teaching clock hours. Secondary education students meet this requirement through EDUC 249, 351 and a special methods course. Music education students do so in EDUC 249, Music 460 and either EDUC 375 or 378. Elementary education majors complete practicum experiences in EDUC 249, 342, 345 and 356.

Early Childhood Education majors must complete a minimum of 130 pre-student teaching hours. Varied experiences are included as class requirements in a number of classes in the major. However, if the student has not fulfilled the 130-hour requirement prior to student teaching, he/she must register for the appropriate number of credit hours in course EDUC 415 in order to complete the requirement.

Students are to keep records of pre-student teaching laboratory experiences, together with signatures of supervising personnel, on forms provided for this purpose by the Olivet Education Department. These records are kept in the student's folder in the Education Office, and are considered in connection with admission to the Teacher Education Program and in placement for Student Teaching.

Students enrolled in any education course which includes a laboratory experience must complete the field experience requirements of the course before credit can be given. If an equivalent course has been completed at another educational institution and the student wishes to transfer the field experience hours, the student must request the credit-granting institution to send documented evidence of the field experience hours to Olivet. This docu-

mentation will be kept in the student's file in the Education Office.

Admission to Student Teaching

Students should submit applications for student teaching by December 15 of the semester prior to the school year in which they expect to do student teaching. Transfer of student teaching credit earned at another college must have prior approval of the department chairman, the director of teacher education, and the registrar before student teaching placement is assigned.

Prerequisites to student teaching involve previous admission to the Teacher Education Program of the University, and at least two methods courses. In addition each candidate for student teaching must be approved by the Teacher Education Executive Committee before he can be registered and assigned. The approval of the candidate's major department, an overall grade point average of 2.5 or better, a grade point average of 2.75 or better in the major field for secondary students, or a grade point average of 2.75 or better in the Professional Education Sequence for elementary school teachers, are required.

Student Teaching, Employment and Coursework

As a general practice, the university discourages students from employment on or off campus during student teaching. Students are also discouraged from taking any classes with the exception of the Senior Seminar and the Audio-Visual Lab. Supervising teachers in the schools view student teaching as an internship which should demand the total involvement of the beginning teacher. Thus the student teacher should be free from other responsibilities which might detract or drain energy from teaching. Students who, for any reason, wish to work or take other coursework during the student teaching experience, must petition the Teacher Education Executive Committee for permission to do so.

Student Teaching and the Professional Semester

The requirement of credit hours in student teaching is 12. The semester which involves mostly student teaching and corresponding professional courses is known as the Senior Professional Semester. Students and advisers

must plan ahead and reserve designated professional courses and other courses arranged to facilitate student teaching for that semester.

All students registered for Student Teaching must take the 1 hour Senior Seminar course (EDUC 494) concurrently with student teaching. All transfer students and "guest" student teachers must complete 12 hours of student teaching and 1 hour of EDUC 494 regardless of the student's transcript evaluation requirements or minimum requirements of his/her teacher education institution. All students completing student teaching through Olivet must meet the standards of the university's teacher education program entrance and student teaching admission requirements.

Student Teaching Placement

When a student teaching placement is cancelled by the student so late that the supervising teacher cannot take another student teacher for the given school year, the student's account will be charged for the payment of the honorarium to the supervising teacher.

If a request for placement in another setting is initiated by the student teacher, a full honorarium will be paid the supervising teacher according to how close the change is made to the student teaching period. If such change is initiated by a conference of the teacher, principal, university supervisor and/or the student, no additional fees will be charged unless the student teaching period is extended.

A student teacher from Olivet is placed at a practicum site in the Kankakee County area where a contractual agreement has been made with the local school district for such a placement. While the student has the opportunity to express his/her preference for a site, the final decision for placement will be made by the coordinator of elementary or secondary education.

Securing a Teaching Credential

Each public school teacher is required by law to hold a valid certificate issued by the state in which he teaches.

To obtain Illinois certification, by entitlement, an Olivet graduate must have completed one of Olivet's state-approved teacher education programs, all of which meet the minimum Illinois requirements. Upon completion of the academic program, the student should obtain and complete the appropriate

certification forms in the Registrar's office. After the application form is signed by the Certification Officer, who is the Director of Teacher Education, and the Certification Officer has indicated that graduation requirements have been satisfied, the applicant must submit the certification forms and appropriate fees to the superintendent of schools in the Illinois region in which the applicant resides or plans to teach. Anyone who has been convicted of a felony for a sex and/or narcotics crime may not be certified for teaching in Illinois.

Applications and information about certification in other states are available in the Registrar's Office. For a specific state's certification requirements and procedures, see the Registrar or Director of Teacher Education. These applications are usually completed during the final semester of the student's senior year.

Placement of Teacher Candidates

The University maintains a Career Planning and Placement Office to assist graduates in securing positions in which they are interested and for which they are qualified. Teacher candidates register with the office for placement service in the senior year as directed by the office.

The Placement Office receives and files notices of teaching position vacancies and makes this information available to students, at the student's request supplies copies of his credential folder to prospective employers, arranges interviews on campus between students and school officials, counsels candidates with respect to teaching opportunities in areas for which the office has no current listings, and maintains the student's credential file after he graduates. The placement service of the University is free to the graduating senior and registered alumni. The student should register with this office at the indicated time even though he may have secured a position for teaching prior to registering.

The Curriculum Materials Center

A Curriculum Materials Center is maintained on the ground floor of the Library. The Curriculum Materials Center houses school textbooks, trade books, curriculum guides, professional pamphlets, resource units, and other instructional materials selected especially as resources for students planning to be-

come teachers. These materials are available for examination and use by students, faculty and off-campus supervisory teachers. The Director of the Center is available for consultation concerning instructional materials.

The Teacher Education Office

While teacher education is a function of the total university, represented by the Teacher Education Faculty, the various administrative details connected with the program are coordinated through the office of the Department of Education. Here students may pick up various forms to be filled out and return them for filing; various reference forms and rating scales are sent out from and returned to this office; and in general it serves as a center for teacher education activities.

Typical Program of Courses for a Student Majoring in Elementary Education

Freshman Year

Freshman Composition
Introduction to Fine Arts
U.S. History or American Government
Bible I
Introduction to Psychology
Life Science — Biology
Physical Education
Mathematics
Education in American Society

Sophomore Year

Speech Communication
Introduction to Literature
Social Science
Physical Science
Education and Developmental Psychology
Christian Doctrine

Education Courses

EDUC 101 — Education in American Society. 2 hours. An introduction to the history, philosophy, organization, development and critical issues of American education. Included is an examination of the school, the teacher, the curriculum, the outside influences that affect schooling, and the fundamentals of teaching as a profession. The course is designed for students interested in exploring the field of education generally or for those seeking assistance in choosing elementary or secondary teaching as a

vocation. As a part of the course, students will become familiar with the teacher education program at Olivet.

EDUC 105 — Crafts for Elementary Teachers. 2 hours. (Same as ART 105.)

EDUC 110 — History and Philosophy of Early Childhood Education. 3 hours. This course examines current curriculum issues in early childhood education from their philosophical, historical and theoretical perspectives. Fundamental ideas which have influenced early childhood programs will be studied. The course provides an analysis of research findings, experimentation, and current trends in early childhood education. Includes an overview of the teacher education program at Olivet.

EDUC 129 — Teacher Aide Field Work. 1-2 hours. Each student will need to clear two mornings or two afternoons per week for assignments in the schools. One week (6 hours of class meetings) will be spent in orientation and study of para-professional duties and responsibilities. A student will spend 40 or more hours in a public school setting per credit hour. This course is reserved for students in the Teacher Aide program.

EDUC 210 — Instructional Methods of Early Childhood Education. 4 hours. Participants in this course are presented an overview of the educational needs of young children. Types of instructional methods examined include activity/learning centers, individualization, educational play, media, and pre-reading experiences. The focus is on extending the young child's understanding of art, music, literature, mathematics, natural science, and social science. A further emphasis is placed on organization of balanced daily programs, planning, using materials of instruction, pupil evaluation, parent communication, classroom environment, and needs of special children. Includes a practicum experience in a local preschool or daycare center.

EDUC 211 — Child Growth and Development. 3 hours. Same as PSYC 211. Elementary education majors who have had a course in psychology in high school should take this course in place of PSYC 101 — Introduction to Psychology.

EDUC 212 — Adolescent and Adult Developmental Psychology. 3 hours. Same as PSYC 212. Secondary education majors who have had a course in psychology in high school should take this course in place of PSYC 101 — Introduction to Psychology.

EDUC 220 — Early Childhood Field Practicum. 3 hours. The student will participate in a preschool or daycare center for a total of 120 clock hours. This experience permits the student to utilize skills and techniques which have been learned in the specialized methods courses. Prerequisites: PSYC 211, EDUC 110 and 210.

EDUC 249 — Educational and Developmental Psychology. 3 hours. This course introduces students to educational psychology and child development. It is a competency-based course wherein students achieve criterion on one unit study guide and test before proceeding to another. Students are assigned approximately 13 90-minute field experiences from which they report, based on textbook material, by identifying a concept from their textbook and applying the concepts to their practicum experience. Ten field reports are required, along with an evaluation form and time sheet for the 45-hour practicum. Prerequisites: EDUC 101 and PSYC 101 or PSYC 211 for Elementary Teachers, or PSYC 212 for Secondary Teachers.

EDUC 261 — Art Activities for Children. 3 hours. Teaching methods at the elementary and preschool levels. The student teacher gains expertise in the handling of art media, relationships between all curricula, classroom management, and group and individual project development. Includes an introduction to instructional media and a practicum experience with preschool and/or elementary school children. Prerequisite: Prior completion of 30 semester hours and admission to the Teacher Education program or permission of the instructor.

EDUC 269 — Children's Literature. 3 hours. Same as LSCI 269. Prerequisite: Prior completion of 30 semester hours and admission to the Teacher Education program or permission of the instructor.

EDUC 310 — Techniques and Methodologies of Early Childhood. 4 hours. Participants in this course are presented a variety of techniques and methodologies for teaching language arts, mathematics, science, and social studies at the primary level. The focus of this course is specifically on teaching methodologies and instructional techniques in the four subject areas addressed above, relating to the growth and development of the primary student. Includes a 45-hour practicum experience in a primary classroom.

EDUC 341 — Statistics. 4 hours. Same as MATH 341.

EDUC 342 — Elementary School Reading Instruction. 4-6 hours. In this foundations course in the theory and methodology of the teaching of developmental reading in the elementary schools, an emphasis is placed on the current approaches, trends, strategies and materials used for instruction in developing a totally integrated classroom reading program. Reading readiness, phonics, comprehension, vocabulary development, study skills, oral vs. silent reading, correcting errors and assisting children with reading differences receive special focus. A 90-hour classroom experience of observation, participation and instruction of various ability groups in

elementary schools will be included. Demonstration of the skills and competencies acquired in the reading instruction part of the course will be observed by the classroom supervisor throughout the practicum. Satisfactory completion of the course and its practicum are prerequisites for student teaching. Students who register for 4 hours will complete all coursework and not the practicum. No student may register for 4 hours without permission of the instructor. Prerequisites: Education 249 and admission into the teacher education program.

EDUC 343 — Elementary School Language Arts Instruction. 2 hours. Because language arts includes the interrelatedness of listening, speaking, reading and writing, each of these four global areas will be covered in the course with the goal of effectively teaching children in grades K-8. Particular attention will also be focused on an overview of the following: language development, creative dramatics, creative writing, poetry, literature, grammar, spelling, handwriting, storytelling, story reading and various forms of media for extending language skills. Prerequisite: EDUC 342 — Elementary School Reading Instruction.

EDUC 344 — Elementary School Social Studies Instruction. 2 hours. Survey of trends in the teaching of the social studies, methods and materials available for use in teaching social studies and an analysis of the objectives of the social studies curriculum. Emphasis is placed on awareness of minority groups and their contributions to American multi-cultural education, the importance of the self-concept in school achievement, values clarification techniques, and the place of the text in an on-going social studies program. Prerequisite: EDUC 249 — Educational and Developmental Psychology and admission to the Teacher Education program.

EDUC 345 — Elementary School Science Instruction. 3 hours. An introduction to elementary school science curriculum and instructional methods. Students are involved with public school academically talented students for twelve sessions in science instruction on campus. Prerequisites: EDUC 249, admission to Teacher Education Program, and completion of the General Education Requirements in Science.

EDUC 346 — Language Development in Young Children. 2 hours. Because the historical development of English reflects the cultural development of its people, this course will review English instruction and the major aspects of its history. Differences in grammatical systems, morphemics, syntax, semantics, discourse, dialects, and cultural pluralism will also be examined. A major focus of the study will be to understand the various theories of language acquisition during the preschool years and primary grades, with emphasis on the stages of learning development and background influences. Specific practicum hours are required.

EDUC 348 — Teaching of Reading in the Content Area. 2 hours. Dealing with reading problems of a high school student in a specific content is the purpose of this course. Secondary education students will be involved in diagnosis, remediation, enrichment, measurement, and evaluation of reading problems of high school students.

EDUC 351 — General Methods for the Secondary School. 3 hours. Consists of a one-week orientation to the course and three weeks of an audio-visual unit emphasizing communication theory in education. The remainder of the course includes unit and teaching planning with a competency and criterion emphasis for secondary students. There is an emphasis on behavioral objectives. A lesson planning clinic is composed of student presentations and evaluation of peer plans to be taught in a 45 hour practicum which is supervised twice by the instructor in charge. This course is a prerequisite for secondary special methods classes. Prerequisites: EDUC 101 and 249 and admission to Teacher Education.

EDUC 356 — Elementary School Mathematics Instruction. 3 hours. This course outlines modern practices in the teaching of arithmetic with special emphasis upon a meaningful approach which includes both the mathematical phase and the social phase of arithmetic in keeping with recent research findings. The course includes working with peers, and using manipulative materials. Includes a 10-hour field practicum. Prerequisites: EDUC 249, admission to the Teacher Education Program, and completion of the General Education Requirements in Mathematics.

EDUC 359 — Teaching Reading to Young Children. 2 hours. This course is designed specifically for prospective teachers of preschool through grade three children. The teacher's role in nurturing readiness will be developed as well as identification of teacher behaviors. Because early literacy experiences are learned through a healthy, balanced experiential environment in the home, one feature of the course will include parental involvement in the developmental aspects of early language and reading experiences. Other areas to be covered will include factors and stages in reading readiness, language experience approaches and materials, sight word and phonics instruction, establishing the classroom learning environment, and assessing prereading skills. Specific practicum hours are required.

EDUC 360 — Instrumental Activities. 1 hour. Same as MUED 360.

EDUC 362 — Principles of Secondary Art Education. 3 hours. Same as ART 362.

EDUC 364 — Methods in Secondary Physical Education. 3 hours. Same as PHED 364.

EDUC 366 — Music Activities for the Elementary School. 1 hour. (Same as MUED 366.) Prerequisite: Education 360.

EDUC 367 — Methods and Materials in Physical Education for the Elementary School. 3 hours. Same as PHED 367.

EDUC 375 — Instrumental Methods and Conducting. 3-4 hours. Same as MUED 375.

EDUC 376 — Survey of Exceptional Children. 3 hours. An overview of exceptionality: gifted, health impaired, mentally retarded, physically impaired, socially maladjusted, learning disabled, and emotionally disturbed. The psychology of exceptionality will be used as a basis for consideration of each area. Practitioners in these special education areas will make presentations from their respective field of expertise. Prerequisite: EDUC 249 — educational and Developmental Psychology or PSYC 211 — Child Development, or PSYC 212 — Adolescent and Adult Development, or permission of the instructor.

EDUC 378 — Choral Methods and Conducting. 3-4 hours. Same as MUED 378.

EDUC 400-414 — Student Interest Practicum. 1-4 hours. This is a field experience in which the elementary or secondary education student works with students in an area of interest under the supervision of a supervising teacher or director of a program. A student will spend 30 or more hours per credit hour. Prerequisites: Junior Standing and EDUC 249.

These course numbers will designate particular programs of the Practicum in various departments:

EDUC 400 — Open School Concept
EDUC 401 — Language and Literature
EDUC 402 — Social Sciences
EDUC 403 — Natural Sciences
EDUC 404 — Fine Arts
EDUC 405 — Outdoor Education
EDUC 406 — Pre-School
EDUC 407 — Special Education
EDUC 408 — Reading
EDUC 409 — Mathematics
EDUC 410 — Vocational Education
EDUC 411 — Physical Education
EDUC 412 — Reading Laboratory
EDUC 413 — Learning Center
EDUC 414 — Multicultural Community Relations

EDUC 415 — Pre-Student Teaching Practicum. 1-3 hours. Students will spend a minimum of 40 clock hours per semester hour working with students and a classroom teacher in a public school classroom. Designed for education students who have not completed the state-mandated 100 pre-student teaching hours as part of required coursework, or those who may wish to take prac-

ticum hours in addition to those required. Prerequisite: Admission to Teacher Education.

EDUC 460 — General Music Methods. 3-4 hours. Same as MUED 460.

EDUC 469 — Teaching of Modern Languages. 3 hours. Same as MLAN 469.

EDUC 474 — Teaching of Mathematics. 3 hours. Same as MATH 474.

EDUC 475 — Methods of Teaching Home Economics. 3 hours. Same as HMEC 475.

EDUC 476 — Teaching of English. 3 hours. Same as ENGL 476.

EDUC 477 — Teaching of Science. 3 hours. Same as NSCI 477.

EDUC 478 — Teaching of Social Studies. 3 hours. Same as SSCI 478.

EDUC 481 — Para-Professional Practicum. 4 hours. Students will spend half days for eight weeks working with a teacher as a para-professional under supervision of a university supervisor.

EDUC 482 — Student Teaching for Early Childhood Education. 12 hours. Prerequisites: Senior standing, approval by the Teacher Education Faculty Committee, and appropriate methods courses. Includes some experience at both the preschool and primary school levels. Taken concurrently with EDUC 494 — Senior Seminar.

EDUC 484 — Supervised Student Teaching in the Elementary School. 12 hours. Prerequisites: Senior standing, approval by the Committee on Teacher Education, EDUC 249 and reading and mathematics methods. Taken concurrently with EDUC 494 — Senior Seminar.

EDUC 485 — Supervised Student Teaching: All Grades. 12 hours. Prerequisites: Senior standing, approval by the Committee on Teacher Education, EDUC 351, and/or appropriate special methods course or two appropriate methods courses without EDUC 351. Taken concurrently with EDUC 494 — Senior Seminar.

EDUC 486 — Supervised Student Teaching in the Secondary School. 12 hours. Prerequisites: Senior standing, approval by the Committee on Teacher Education, EDUC 351 and an appropriate special methods course. Taken concurrently with EDUC 494 — Senior Seminar.

EDUC 494 — Senior Seminar: Current Issues in Education. 1 hour. Research and discussion of major current issues in American education. Each student will select and research topics/issues of personal interest and present their findings as a basis for class discussion. To be taken concurrently with Student Teaching.

EDUC 496 — Instructional Media. 1 hour. An introduction to the theory and principles of instructional media and the new technologies of instruction. Through classroom lecture/demonstrations and student readings, each student will understand the relationship of various contemporary communication strategies to the teaching/learning process.

EDUC 498 — Audio-Visual Laboratory. 1 hour. Competencies in the operation of standard audio-visual hardware and in the creation of media materials will be developed through a combination of self-study modules and production projects. Specific projects will be determined by a diagnosis of entry level skills and anticipated needs. Pass/Fail grading. Prerequisite: MUED 460, EDUC 351 or EDUC 496.

EDUC 561 — Statistics. 4 hours. Same as EDUC and MATH 341.

EDUC 562 — Measurement and Evaluation. 2 hours. Review of the basic principles of measurement, practice in evaluation, administering and interpreting results of measures of achievement, general and special abilities, personality and interests. Individual projects in measurement and evaluation will include summarizing the evaluation procedures of special education procedures for the different areas of exceptionality, study of instruments used in assessing exceptional children, and working under the supervision of one special education teacher in a practicum experience during the semester.

EDUC 600-699 — Graduate Level Courses. Open to some seniors. See Director of Graduate Studies.

Library Science — LSCI

Library Faculty

KATHRYN VAN FOSSAN (1980)

*Associate Professor of Library Science;
Library Director*

B.A., 1969, University of Illinois

M.A., 1979, Illinois State University

M.S., 1983, University of Illinois

MARY ADA DILLINGER (1990)

Assistant Professor of Library Science

B.A., 1968, Olivet Nazarene University

M.L.S., 1979, University of Hawaii

C.A.S., 1992, University of Illinois

CRAIGHTON HIPPENHAMMER (1991)

*Assistant Professor of Library Science,
Reference Librarian*

B.A., 1968, California State University

M.L.S., 1974, University of Oregon

Courses

LSCI 201 — Use of Libraries and Information Sources. 2 hours. A survey of the use of libraries. Including book, non-book and computer research sources; on-line catalogs; and printed and computerized indexes. Issues of effective access to libraries and library materials will be examined.

LSCI 269 — Children's Literature. 3 hours. A survey and critical analysis of children's literature to aid in the selecting of reading material for children from the pre-school age through the elementary grades.

LSCI 368 — Books for Young People. 2 hours. A survey of the adolescent literature genre. Critical standards for analysis and evaluation of young adult fiction are reviewed so students may guide the adolescent to meaningful transition literature. Extensive reading of both young adult books and bibliographic material.

LSCI 496 — Instructional Media. 1 hour. Same as EDUC 496.

LSCI 498 — Audio-Visual Laboratory. 1 hour. Same as EDUC 498.



Benner Library has 160,000 volumes which can be researched by either the conventional card catalog or computer terminals. The computer system also handles details for students checking books out.



Students gather around a painting by Professor Bill Greiner in the Art Department in Larsen Fine Arts Center.

Division of Fine Arts

Fine Arts — FINA

Art — ART

Music — MUSI

Applied Music — MUAP

(Strings) **MUST**, (Vocal) **MUVO**,

(Brass) **MUBR**, (Organ) **MUOR**,

(Piano) **MUPI**, (Woodwinds) **MUWO**,

(Percussion) **MUPE**

Church Music — MUCH

Music Education — MUED

Music Literature — MULT

Music Theory — MUTH

Harlow Hopkins, Division Head

The Division includes the Departments of Art and Music.

The objectives of the Division of Fine Arts are twofold. Realizing that a knowledge of the fine arts is a vital part of any liberal education, the Division attempts (1) to develop an intelligent appreciation of, and desire for, the arts that will be of lasting value in the life of every student; and (2) to prepare those professionally interested in the area of music, church music, art and teaching.

Fine Arts — FINA

FINA 101 — Introduction to Fine Arts. 3 hours. A general education course designed to give the student an understanding of the basic structural similarities in the aural art of music and the visual arts of painting, sculpture, architecture.

FINA 177, 178, 377, 378 — Radio Workshop. 1 hour each semester. A study of the equipment and materials used in broadcasting, including the operation of control room equipment (mixing panel, record turntables, tape machines, etc.) and the writing and delivery of material for broadcasts of a sacred and secular nature: commercials, news-casts, and devotional programs.

Art Department — ART

Faculty

DONALD ROYAL (1986)

*Associate Professor of Art, Art Department
Head*

B.S., 1978, Ball State University

M.S., 1982, Indiana University Southeast

Ed.D., 1986, Ball State University

WILLIAM GREINER (1989)

Assistant Professor of Art

B.F.A., 1981, Illinois State University

M.F.A., 1984, University of South Dakota

The courses offered by the Department of Art are aimed at developing a broad foundational understanding of the elements and principles of art, and a deep specialization in one of five art areas of choice: drawing, painting, printmaking, commercial graphics, or art education.

The combination of a breadth of foundational study, the depth of specialization, and an understanding of the history of art provides a strong program in all areas of concentration.

The curriculum is structured to allow students to have flexibility in their search for concepts and art mediums most compatible with their needs and interests. The studio experience is designed for exploration and the development of professional, individual artists. Each student is expected to be committed to art and dedicated to his/her own career goals.

Each freshman/sophomore must complete the 100 and 200 level core courses before moving into the areas of concentration study. Once a concentration is chosen, each student will be assigned an adviser for the specific concentration they have chosen. The student and adviser will define the plan of courses the student will take to complete the requirements.

Art Department lab fees are assessed at the time of Registration to support instructional equipment. These fees cover operating, maintenance and replacement costs. Lab fees do not provide for Art students' personal supplies.

Art Major: B.A. or B.S. 39-41 hours.

Required core courses:

ART 103, 204 — Drawing I, II

123 — Design I

125 — Three-Dimensional Design

172 — Intro. to Photography

199 — Portfolio

231 — Painting I

371, 372 — History of Western Art I, II

399 — Advanced Portfolio

470 — Italian Renaissance Art

471 — History of Modern Art

496 — Senior Project

Art Concentrations (select one):

A. Drawing Concentration: 10 hours

ART 205 — Drawing Studio III

306 — Drawing Studio IV

323 — Printmaking I

403 — Drawing Composition

406 — Drawing Studio V

B. Painting Concentration: 12 hours

ART 232 — Painting Studio II

331 — Painting Studio III

332 — Painting Studio IV

333 — Water Media

431 — Painting Studio V

432 — Painting Studio VI

C. Printmaking Concentration: 10 hours

ART 323 — Printmaking I

326 — Printmaking II

327 — Printmaking III

423 — Printmaking IV

424 — Printmaking V

D. Commercial Graphics Concentration: 12 hours

- ART 251 — Commercial Graphics I
325 — Commercial Graphics: Typography
335 — Watercolor for Illustration
351 — Commercial Graphics III
451 — Commercial Graphics: Studio Techniques
455 — Commercial Graphics: Field Placement

Art Teaching Major: B.A. or B.S. 33 hours.

Required:

- ART 103, 204 — Drawing Studio I, II
105 — Crafts Studio
123 — Design Studio I
125 — Three-Dimensional Design
172 — Intro. to Photography
201 — Ceramics: Hand Construction
231 — Painting Studio I
302 — Ceramics: Wheel Construction
323 — Printmaking I
325 — Commercial Graphics: Typography
333 — Water Media
371 — History of Western Art I
471 — History of Modern Art

Plus the Professional Education Sequence, including ART 362 — Principles of Secondary Art Education.

Art Studio Minor: 20 hours

Required:

- ART 103 — Drawing Studio I
105 — Crafts Studio
231 — Painting Studio I
Art History — one course
Ceramics — one course
Art Electives — 6 hours
Two hours of FINA 101 — Intro. to Fine Arts may be included for credit on the Art Studio minor.

Art Teaching Minor: 24 hours

Including the same courses stipulated for the Art Studio Minor.

Art Ceramics Minor: 21 hours

Required:

- ART 103 — Drawing Studio I
105 — Crafts Studio
201 — Ceramics: Hand Construction
302 — Ceramics: Wheel Construction
303 — Ceramics: Advanced Techniques
Art History — one course
Two hours of FINA 101 — Introduction to Fine Arts may be included for credit on this minor.

Recommended Courses for a Student Majoring in Art

Freshman Year — Fall

- GNST 100 — Intro. to College Studies
ART 103 — Drawing Studio I
123 — Design Studio
199 — Portfolio
BLIT 100 — Bible I
ENGL 102/103 — English Composition I
PHED 150 — Life Fitness
Mathematics Course
Elective in General Educ. or minor

Freshman Year — Spring

- ART 125 — Three-Dimensional Design
204 — Drawing Studio II
THEO 111 — Christian Doctrine
ENGL 104 — English Composition II
FINA 101 — Introduction to Fine Arts

Sophomore Year — Fall

- ART 172 — Intro. to Photography
199 — Portfolio
231 — Painting Studio I
371 — History of Western Art I
Speech Course
Literature Course

Sophomore Year — Spring

- International Culture Course:
SOCY, PSCI, PSYC, etc.
CSIS 101 — Concepts of Computer Applications
Science Course
Art course in concentration

Students in the Art Teaching major program will need to take EDUC 101 and 249, and PSYC 101 in the Freshman and Sophomore years.

Courses

ART 103 — Drawing Studio I. 2 hours. A basic course in fundamentals of drawing and composition. An experimental course using a variety of media in the study of line, value, and form.

ART 105 — Crafts Studio. 2 hours. A course in elementary crafts with experimentation in a variety of projects including clay, stitchery, paper mache and wood sculpture. Emphasis on three-dimensional materials.

ART 111 — Textile Design. 3 hours. Same as HMEC 111.

ART 123 — Design Studio I. 2 hours. A basic foundation course in the fundamentals of the visual arts. Experiences in studio problems are geared to helping the student equate the information given. The course stresses discipline in arts, language, the understanding of the elements of art, and color theory.

ART 125 — Three-Dimensional Design. 3 hours. Examines the composition and plasticity of three-dimensional forms through design and construction involving various media.

ART 140 — Interior Design. 3 hours. Same as HMEC 140.

ART 172 — Introduction to Photography. 2 hours. The essentials of beginning photography, film types, filters, camera handling and photographic composition will be studied. Two major photographic projects will be completed that demonstrate a creative approach to beginning photography: a picture story book and a slide/sound presentation. Photo creating class sessions will be devoted to still life and portraiture. The emphasis of the class is upon creativity in image making at the beginning level.

ART 199 — Portfolio. 1/2 to 1 hour. A course designed to lead the lower level undergraduate art student through the process of developing a grouping of work for the purpose of self-evaluation and advancement. A seminar-type course.

ART 201 — Ceramics: Hand Construction. 3 hours. Experience in basic hand-building methods in clay construction. The student will develop skills in coil, slab and pinch techniques, and become familiar with the techniques of applying glaze and engobes.

ART 204 — Drawing Studio II. 2 hours. A continuation of experimental drawing with an emphasis on the human form. Concentrated drawings of the body and face in black and white media will constitute the beginning of the course. A shift will then take place from black and white to color mediums such as pastel and color pencil. A more

contemporary approach will then end the semester course.

ART 205 — Drawing Studio III. 2 hours. Studio work in drawing the human figure with activities involving techniques, anatomy and design in varied media. Prerequisites: ART 103, 123, 125, 204, 231.

ART 231 — Painting Studio I. 2 hours. A beginning course for all persons interested in the use of oil paints. Studies in still life, landscapes, and portrait work.

ART 232 — Painting Studio II. 2 hours. A continuation in the study of painting techniques. Studio problems are based on past and present techniques in painting. Specific areas to be covered are old master techniques, color theory, composition/arrangement and the finishing of a painting. Prerequisite: ART 231.

ART 251 — Commercial Graphics I. 2 hours. This course includes basic letter design by steel pen, brush, paper cutting and stencil; newspaper and advertising layout; study of positive and negative shapes; properties and use of color; fashion illustration; and techniques of creating commercial art.

ART 302 — Ceramics: Wheel Construction. 3 hours. Experience on the potter's wheel (the electric and kick-wheel). The student will develop skills in centering, raising, footing, and finishing wheel-thrown ware. Glazing, staining and texturing of the finished ware will be emphasized.

ART 303 — Ceramics: Advanced Techniques. 3 hours. Advanced studio projects reflecting a high level of technical and conceptual approaches. May be repeated for an additional 3 hours credit. Prerequisites: ART 201 and 302.

ART 306 — Drawing Studio IV. 2 hours. Further study rendering the human figure with attention given to color and composition. Prerequisite: ART 205.

ART 323 — Printmaking I. 2 hours. Intaglio, monotyping, woodprint, silkscreen to include photo emulsion, and plexiplate will be covered.

ART 325 — Commercial Graphics/Typography. 2 hours. This course uses studio experiences to develop a business logo and language. Each student will explore a number of problems in card making, pop-up designs, bookbinding: soft and hard bound covers. The students will use the Macintosh Classic computer for layouts and designing. Prerequisite: ART 251.

ART 326 — Printmaking II. 2 hours. Intense study of the printmaking process studied in Printmaking I. The study of color printmaking is further explored. Prerequisite: ART 323.

ART 327 — Printmaking III. 2 hours. Individual research with emphasis on ideas, processes and experimentation. Students will be encouraged to

develop the foundation of personal content. Prerequisites: ART 323, 326.

ART 331 — Painting III. 2 hours. Theory and Practice of painting at an advanced level. Students will be encouraged to paint images of their desire and interest. Prerequisites: ART 231, 232.

ART 332 — Painting IV. 2 hours. Advanced studio problems explored. Prerequisites: ART 231, 232, 331.

ART 333 — Water Media. 2 hours. The students will learn two approaches in water color: direct and indirect. The direct approach is the traditional methods of watercolor; wet on wet, glazing. The indirect methods are splattering and pouring the paint onto a prepared surface for unique looking paintings. Demonstrations will be an integral part of the course.

ART 335 — Watercolor for Illustration. 2 hours. This course builds on water media processes, but emphasizes detail and lighting and specific techniques used to create illustration for advertising. Prerequisites: ART 251, 333.

ART 352 — Commercial Graphics III. 2 hours. Continuation of ART 251 into more advanced work. Prerequisite: ART 251, 325.

ART 362 — Principles of Secondary Art Education. 3 hours. Teaching methods at the secondary level. Emphasis is placed upon behavioral objectives, group participation, experience in innovative teaching techniques, and experimenting with various media. Course includes a 45 hour practicum.

ART 371 — History of Western Art I. 3 hours. A study of the plastic and pictorial expression of art in the western world.

ART 372 — History of Western Art II. 3 hours. This course continues as a survey course in the area of visual arts, starting at the proto-Renaissance and continuing through to the 1980s. A tour of the Art Institute in Chicago is a requirement of this course.

ART 399 — Advanced Portfolio. 1-2 hours. A seminar course designed to aid the upper level art student in developing their senior show and in developing their exit portfolio which is directly used in attaining work after graduation.

ART 403 — Drawing Composition. 2 hours. An intensive study of individual styles and characteristics in drawing. This course is intended to bring the students to the highest level possible in skills using various media and drawing instruments. Major areas to be covered include the human figure (using students in the class) and occasionally a hired model (fully clothed). An intensive look at composition on the cognitive level of art and color theory applications will be emphasized. Prerequisites: ART 103, 204, 205, 306.

ART 406 — Drawing V. 2 hours. Further study rendering the human figure with attention given to value and textural aspects of the composition. Prerequisite: ART 306.

ART 423 — Printmaking IV. 2 hours. Continuation of Printmaking III with emphasis on the personal content and exploring the process. Students will be preparing for juried shows and a senior exhibition. Prerequisite: ART 327.

ART 424 — Printmaking V. 2 hours. Continuation of Printmaking IV with emphasis on the personal content and exploring the process. Students will be preparing for juried shows and a senior exhibition. Prerequisite: ART 423.

ART 431 — Painting V. 2 hours. Continuation of Painting IV with preparation of a senior exhibit and gallery work. Prerequisite: ART 332.

ART 432 — Painting VI. 2 hours. Continuation of Painting V with preparation of a senior exhibit and gallery work. Prerequisite: ART 431.

ART 451 — Commercial Graphics: Studio Techniques. 2 hours. An advanced class in the various production techniques utilized in a commercial studio. Areas of study include silk-screen, air-brush, offset and other techniques. Prerequisite: ART 351.

ART 455 — Commercial Graphics: Field Placement. 2 hours. A 100-clock hour placement in a producing print shop. The student will acquire hands-on experience working all facets of the production phase of commercial graphics. Prerequisite: ART 451.

ART 470 — Italian Renaissance Art. 3 hours. An examination of various topics appropriate to the study of the Renaissance. Emphasis on trends, artists, and the church. This course will focus on Italian painters and sculptors. Prerequisites: ART 371, 371.

ART 471 — History of Modern Art. 3 hours. A survey course of the visual arts from the late 19th Century up to the present time. Areas to be explored are Impressionism, Dadaism, Expressionism, Abstraction, Op and Pop Art, and Contemporary American Visual Art. Field trips to the Art Institute in Chicago will play an important role in the course.

ART 496 — Senior Project. 1 hour. Senior level preparation for the individual's senior Art show requirement. Individual contracts in which a contract is drawn up with the instructor. Students select the areas in which they wish to concentrate. Prerequisites: lower division courses offered in that option.

Music Department — MUSI

Faculty

HARLOW E. HOPKINS (1954)

Professor of Music;

Fine Arts Division Head

and Music Department Head

B.S. 1953, Olivet Nazarene University

M.Mus. Ed., 1956, American

Conservatory of Music

D.Mus., 1974, Indiana University

University of Illinois

GERALD ANDERSON (1978)

Professor of Music

B.S., 1973, Southern Nazarene University

B.Mus., 1975, Texas Tech. University

M.Mus., 1977, Texas Tech. University

D.M.A., 1985, American Conservatory of
Music

D. GEORGE DUNBAR (1969)

Professor of Music

B.S., 1958, Olivet Nazarene University

B.S., 1959, Olivet Nazarene University

M.Mus., 1960, University of Illinois

D.M.A., 1970, University of Southern
California

ALICE EDWARDS (1971)

Associate Professor of Music

B.Mus., 1969, University of Oklahoma

M.Mus., 1971, University of Michigan

RUTHMARIE EIMER (1976)

Associate Professor of Music

B.S., 1969, Olivet Nazarene University

M. Mus. Ed., 1977; Advanced Certificate in
Music Education, 1982, University of
Illinois

IRVING LOWELL KRANICH (1959)

Assistant Professor of Music

B.S., 1954, Olivet Nazarene University

M.Mus., 1961, American Conservatory of
Music

Advanced Certificate in Music Education,
1969, University of Illinois

University of Michigan, University of
Washington, Northwestern University

TIMOTHY NELSON (1976)

Professor of Music

B.A., 1974, Taylor University

M.Mus., 1976, University of Illinois

Associate Certificate — American Guild
of Organists

D.Mus., 1989, Northwestern University

JOE M. NOBLE (1976)

Associate Professor of Music

B.A., 1956, Luther College

M.A., 1962, University of Iowa

Northwestern University

JOHN REINICHE (1986)

Assistant Professor of Music

B.S., 1977, Ball State University

M.Mus., 1978, Ball State University

Indiana University

OVID YOUNG

Special Lecturer in Music

B.S., Olivet Nazarene University

M.M., Roosevelt University

D.Litt, Olivet Nazarene University

Adjunct Faculty

DENNIS BALDRIDGE

Trombone

B.S., Olivet Nazarene University

M.A.E., Olivet Nazarene University

DONNA BRIGGS

Horn

B.A., University of Chicago

B.A. (Mus.Ed.), Governors State University

WILLIAM GADE

Percussion

B.S., Northwestern University

PAUL GERMANO

Trombone

B.S., Millikin University

MICHELLE LEWIS

Flute

B.Mus., Roosevelt University

CHRISTOPHER MILLER

Strings

B.A., Florida State University

B.Mus., DePaul University

ERIC PENROD

Trumpet

B.S., Olivet Nazarene University

FRAN SMET-MEHRH

Bassoon

B.S., Illinois Wesleyan University

ROBERT SNOW

Low Brass

B.S., Eastern Illinois University

The aim of the Music Department is to provide instruction in certain branches of music, so that (1) students may become Christian men and women of highest ideals and usefulness as performers, teachers, church organists, and ministers of music; and (2) students from other divisions of the university may pursue courses towards a minor, or for elective credit.

General Regulations

The Department Head shall determine which students will enroll with each teacher, such enrollment being based primarily upon the needs of the students and the field of specialization of the teacher.

Students who desire collegiate standing or advanced credit in applied music must be prepared to play or sing two or three solo works from standard repertoire before members of the music faculty. Memorization is recommended.

Transferred work in applied music and theory will receive credit subject to examination or to satisfactory study in courses of similar content or in sequence in Olivet Nazarene University. Work taken under private teachers or from unaccredited schools may be validated for credit by the student's passing proficiency examinations.

No student is allowed to study music with a teacher not on the staff of the Department of Music, nor to belong to a musical organization on or off campus, without permission from the Head of the Department of Music. Applied music students should not make public appearances without consent of the applied instructor.

Applied music students must practice regularly as follows:

Class piano students, a minimum of five hours per week.

Class voice students, a minimum of four hours per week.

Private students of piano, voice, organ and all other instruments, a minimum of six hours for every half hour lesson per week.

A course in applied music will be regarded as failed if the student has not fulfilled the required number of lessons during the semester, viz., thirteen lessons. The instructor is not responsible for the make up of lessons missed by the student except when a bonafide reason for the absence is presented.

Students concentrating in Music are required to attend 12 concerts and/or recitals per semester while music minors and all others studying applied music are required to attend 6 concerts per semester. Failure to meet this requirement will cause the final applied semester grade to be lowered.

Four semesters of Choral Union are required for all concentrating or minoring in Music. Exceptions will be made for orchestra members when Choral Union and the University Orchestra perform jointly.

Keyboard work must be carried concurrently with theory courses (MUTH 100, 110, 200, 210) unless the student has had several years of serious keyboard study prior to entrance at Olivet. No student concentrating in Music Education will be permitted to do student teaching until completing the equivalent of Piano 104, either privately or in class.

All those concentrating in music are required to participate in a senior recital that includes music from the major style periods. All recitals must be approved in advance by the Department Head in cooperation with the faculty specialist in music education.

The progress of each student in his major applied area will be noted at the end of the second year of study and a judgment rendered at that examination as to his readiness to proceed into Upper Division (300 and 400 level).

Questions concerning entrance requirements and general regulations should be addressed to the Head of the Department of Music.

Uniform Track for all Music Concentrations

This three-semester sequence is required of all who are concentrating in music.

First Year, first semester:

Applied Music — 2 hours

Music Theory 100

Class Piano — 1 hour

Careers in Music

Choral Union or Orchestra

Other Ensemble

Faculty Review

First Year, second semester:

Applied Music — 2 hours

Music Theory 110

Aural Skills 111

Class Piano — 1 hour

Ensemble

Faculty Review

Second Year, first semester:

Applied Music — 2 hours

Music Theory 200

Aural Skills 201

Class Piano — 1 hour

Introduction to Music Literature

Choral Union or Orchestra

Other Ensemble

Faculty Review

A **comprehensive Musicianship Exam** will be administered near the conclusion of the third semester. If the exam is passed with a satisfactory score, the student may then be admitted to one of the four music programs: Church Music, Church Music/Christian Education, Music Education, or Music Performance.

Optional Areas of Concentration

Music Education.

It is the objective of the Department of Music to provide training and experiences to properly qualify students for positions as teachers or supervisors of music in the public schools. The program meets the requirements of the State Board of Education and of the Illinois Limited State Special Certificate which qualifies the holder to teach and supervise music in grades 1-12.

Music Education concentrations must have upper division status in applied music before they can apply for student teaching placement.

Music Education Concentration: 51-58 hours. B.A. or B.S.

Required:

MUTH 100, 110, 200, 210 — Music Theory

MUED 101 — Careers in Music

MUTH 111, 201, 211 — Aural Skills

MULT 190 — Intro. to Music Literature

MUTH 300 — Form and Analysis

MUCH 377 — Music in Worship

MULT 390, 391 — Music History and

Literature

MUTH 494 — Instrumentation

MUAP 495 — Senior Recital

MULT 183 or 383 — Choral Union

(4 semesters) MULT 177 or 377 —

Music Drama (2 semesters)

Applied Music Emphasis — 10 hours

Piano (non-keyboard emphasis) — 0-4 hours

Voice (non-voice emphasis) — 0-2 hours

MULT 202 — Accompanying

(4 semesters for piano emphasis)

Additional ensemble for non-piano

major — 4 semesters

Vocal Option:

MULT 370 — Vocal Literature and Pedagogy

Instrumental Option:

MUED 180 — Percussion Instruments

280 — String Instruments

380 — Woodwind Instruments

381 — Brass Instruments

Plus the Professional Education Sequence
including:

EDUC 375 — Instrumental Methods and

Conducting

or 378 — Choral Methods and

Conducting

460 — General Music Methods

Preparatory applied course credit does not count toward the applied music emphasis. The 10 hours of college level credit are to be divided into 8 hours lower division and 2 hours upper division. It is strongly recommended for students concentrating in piano that MULT 305 — Piano Pedagogy be substituted for 2 hours of the applied music upper division requirement.

Piano and Voice Proficiencies are required. Normally the piano requirement is met by the end of the fifth semester. It **must** be met before student teaching can begin. Successful completion of Piano 104 will fulfill this requirement should the student elect to take the course instead of the piano proficiency exam.

Since the curriculum in music education has very few electives, students are advised that at least one summer session in addition to the regular eight semesters may be required to complete the degree in this field.

Church Music.

For students who expect to be church musicians, the Department offers a program intended to give a comprehensive and thorough technical training along with the deeply spiritual emphasis of the university.

Believing that spiritual fervency and technical proficiency can be combined, Olivet presents a church music program which will enable the graduate to take his place in church music circles with effectiveness.

The curriculum is designed for the person who desires extensive training in order to give the best possible service to the church.

Church Music Concentration: 65-69 hours. B.A. or B.S.

Required:

MUTH 100, 110, 200, 210 — Music Theory

MUED 101 — Careers in Music

MUTH 111, 201, 211 — Aural Skills

MULT 190 — Music Literature

MUTH 300 — Form and Analysis

MUCH 377 — Music in Worship

MUED 378 — Choral Methods and
Conducting

MUCH 379 — Music in the Church
Service

MULT 390, 391 — Music History and
Literature

MUCH 478 — History of Church Music

MUCH 487 — Supervised Music Ministry

MUTH 494 — Instrumentation

MUAP 495 — Senior Recital

MULT 177 or 377 — Music Drama
(1 hour)

MULT 183 or 383 — Choral Union
(4 semesters)

MULT 202 — Accompanying
(4 semesters for keyboard emphasis)

Additional ensemble (4 semesters for 2 hours
for non-keyboard emphasis)

Applied Music Emphasis — 14 hours
Voice (non-voice emphasis) — 2 hours
Organ (non-organ emphasis) — 2 hours
Piano (non-keyboard emphasis) —
4 hours

MUED 375 — Instrumental Methods and
Conducting
or 460 — General Music Methods

Piano proficiency is required of all church
music concentrations.

Required Supporting Courses:

PSYC 101, 211 or 212

EDUC 249 — Educational and
Developmental
Psychology

Christian Education/Church Music Concentration:

68.5 hours. B.A. or B.S.

Required:

MUTH 100, 110, 200 — Music Theory

MUED 101 — Careers in Music

MUTH 111, 201 — Aural Skills

MULT 190 — Music Literature

MUED 378 — Choral Music and
Conducting

MUCH 379 — Music in the Church
Service

MULT 391 — Music History and
Literature

Voice and Piano — 12 hours, with a
minimum of 4 hours of each

MULT 183 or 383 — Choral Union
(4 semesters)

MUCH 478 — History of Church Music

MUCH 480 — Supervised Conducting
Practicum

MUTH 494 — Instrumentation

And 4 hours selected from

MUED 180 — Percussion

280 — String

380 — Woodwind

381 — Brass

Piano proficiency is required of all
Christian Education/Church Music majors.

Successful completion of MUPN — Piano 104
will fulfill the requirement should the student
elect to take the course instead of the piano
proficiency exam. In addition, 23 hours of
Christian Education courses are required, as
follows:

CHED 115, 301, 364, 377, 452, 491, 492, 551,
571, and 2 hours of upper division electives in
CHED.

Music Performance.

This concentration is offered for the outstanding student already displaying a high calibre of attainment, who is pursuing work in solo and ensemble performance, accompanying, and college or private teaching. Available in the following areas: voice, piano, organ, clarinet, and violin. Students wishing to teach in the public schools should choose the Music Education curriculum.

Admission to this major is by audition only. Auditions should include pieces which are representative of the various historical periods in music. Memorization is expected.

Music Performance Concentration: 66-69 hours. B.A. or B.S.

Required:

MUTH 100, 110, 200, 210 — Music Theory

MUED 101 — Careers in Music

MUTH 111, 201, 211 — Aural Skills

MULT 190 — Music Literature

MUTH 300 — Form and Analysis

MUCH 377 — Music in Worship

MULT 390, 391 — Music History and Literature

MUAP 395 — Junior Recital

MUAP 495 — Senior Recital

Applied Music Emphasis — 20 hours

MULT 202 — Accompanying
(4 semesters for piano emphasis)

MULT 183 or 383 — Choral Union
(4 semesters)

Additional ensembles for non-keyboard emphasis — 2 hours

MULT 177 or 377 — Music Drama

Voice 0-2 hours for non-voice emphasis

Piano 0-4 hours for non-piano emphasis
Pedagogy and Literature 2-4 hours

An additional 5-6 hours selected from:
MUED 375 — Instrumental Methods
and Conducting

MUED 378 — Choral Methods and
Conducting

MUTH 494 — Instrumentation

In meeting General Education Requirements, the Voice Performance concentration must include 10 hours of either French or German, and also 5 hours of the other language (French or German).

Music Minor: 20 Hours

Required:

MUTH 100 — Music Theory

MULT 190 — Music Literature

MUCH 377 — Music in Worship

MULT 183 or 383 — Choral Union
(4 semesters)

Applied music at college level — 6 hours and
6 hours of music elective courses.

Music Teaching Minor: 24 Hours

Required:

MUTH 100, 110 — Music Theory

MUTH 111 — Aural Skills

MULT 190 — Introduction to Music
Literature

MUED 460 — General Music Methods

MULT 183 or 383 — Choral Union,
(4 semesters)

Applied Music — 8 hours

Typical Classes for a Student Majoring in Music

Freshman Year

Careers in Music

Introduction to Music Literature

Music Theory

Aural Skills

Freshman Composition

Bible I

Introduction to Fine Arts

Physical Education

Choral Union and other Ensemble

Applied Music Lessons

Sophomore Year

Aural Skills

Music Theory

Christian Doctrine

Introduction to Psychology

History

Choral Union and other Ensemble

Applied Music Lessons

Natural Science

Applied Music — MUAP

An emphasis of applied music is required of all those concentrating in music. A placement hearing is required prior to registration for any applied music course. Registration is to be initiated in Larsen Fine Arts Center Music Offices.

Instruction is available in the following areas. The initials indicate the academic department designation, such as MUPN.

MUBN	Bassoon
MUCL	Clarinet
MUEU	Euphonium
MUFL	Flute
MUHD	Harpisichord
MUHN	Horn
MUOB	Oboe
MUOR	Organ
MUPE	Percussion
MUPN	Piano
MUSA	Saxophone
MUSB	String Bass
MUTB	Trombone
MUTU	Tuba
MUVA	Viola
MUVN	Violin
MUVC	Violoncello
MUVO	Voice

Preparatory Level courses are for beginning to intermediate instruction. Preparatory credit does not count toward the applied music emphasis for music majors or minors. Instruction may be either private or group, depending on the applied area. Preparatory courses are for one hour credit per semester and are designated by course numbers ranging from 101-104.

College Level courses are for advanced instruction. In most cases, students register for 2 hours per semester. There are two categories of College Level courses, Tier I and Tier II. If a student registers for Tier I, the level of memorization and final examination requirements may be relaxed at the discretion of the instructor.

Any university student placed at the College Level may register for Tier I. In addition, music majors may wish to take secondary applied work at the Tier I level. Tier I courses are numbered 109 or 110.

Tier II College Level applied music courses require memorization and final exams. Tier II courses are designed for those concentrating in music who are taking work in their primary

applied area. Tier II courses are numbered 111-112 for first year courses, 211-212 for second year, 311-312 for third year, and 411-412 for fourth year.

Students who register for Tier I may upgrade a maximum of four hours of credit of their registration to Tier II with permission of the instructor and satisfactory performance on a proficiency exam.

Representative course descriptions include:

Keyboard Instruments

MUPN 101, 102, 103, 104 — Preparatory Piano. 1 hour each semester. Class piano instruction. Development of general technical principles; sight reading; pedal technique; scale technic; playing the principal chords in all keys, and harmonization of simple melodies using these chords; transposition and score reading; playing by ear; playing of folk songs and hymns. Preference for admission to the 12-piano lab is given to students for whom the course is required.

MUPN 109, 110, 111, 112, 211, 212 — Piano. Private instruction dealing with the less difficult compositions from the Baroque, Classical, Romantic, and Twentieth Century periods. Instruction will be given in technique, sight reading, transposition, accompanying, and ensemble playing. Each student must pass a playing exam at the end of the semester which will include technique and memorized repertoire. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUPN 104 or permission of instructor.

MUPN 311, 312, 411, 412 — Piano. 2 hours each semester. Continued private instruction. The student should cultivate a well-balanced repertoire comprising compositions of baroque, classic, romantic, and modern composers. The senior recital is usually performed during the student's enrollment in MUPN 412. Performance concentration: see Recitals. A playing exam is required at the end of each semester.

MUOR 101, 102, — Preparatory Organ. 1 hour. For the student who does not wish to emphasize organ, or who has insufficient piano background to begin study on the collegiate level. Piano foundation in scales, simple classical pieces and hymns is required. MUOR 101 includes fundamentals of organ technique, major scales on pedals, hymn arrangements, and easier pieces for service playing. Emphasis upon Richard Enright instruction book and Master Studies.

MUOR 109, 110, 111, 112, 211, 212 — Organ. Instruction books include the Harold Gleason, Richard Enright, and Marcel Dupre methods. Nilson pedal studies, major and minor pedal scales, J.S. Bach's Liturgical Year, and Eight Little Preludes and Fugues, Mendelssohn sonatas, contemporary compositions, basic instruction on the Schulmerich carillons. The student is expected to appear on a recital, play in chapel occasionally, and be able to play hymns and church service music. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUOR 102.

MUOR 311, 312, 411, 412 — Organ. J.S. Bach: Larger Preludes and Fugues, Toccatas, Fantasias, selections from Trio Sonatas, or Schubler Chorales. Compositions by Franck, Karg-Elert, Vierne, Langlais, Alain, Messiaen, etc. (Student should be able to do some transposing, modulating, score reading, accompanying, and improvising.) 2 hours each semester, with an examination before a committee.

String and Percussion Instruments

MUVN 101, 102 — Preparatory Violin. 1 hour each semester. Fundamentals of violin technic. Major and minor scales. Technical development through the first positions. Solo pieces, easy concertos and sonatas.

MUVN 109, 110, 111, 112, 211, 212 — Violin. Major and minor scales; studies of Kreutzer, Mazas, Dont, and Sevcik; sonatas by Corelli, Tartini, Handel, LeClair; concertos by Accolay, Rode, and Beriot; program pieces of corresponding difficulty. An examination is required each semester. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUVN 102.

MUVN 311, 312, 411, 412 — Violin. 2 hours each semester. Student should show an adequate technical grounding in scales, bowing and phrasing to perform sonatas by Mozart, Beethoven, and Grieg, concertos by Mozart, Bruch or Mendelssohn; solo pieces of equal difficulty.

MUVC 109, 110, 111, 112, 211, 212 — Violoncello. Duport and Kreutzer Etudes; Popper, High School Etudes Books I and II, Romberg Concerto No. 4; Grutzmacher Hungarian Phantasia; Goltermann Concerto in A minor; Corelli Sonata in D minor; Sommartini Sonata in G Major; Franchomme Caprices; Bach Suite in G Major; Popper Hungarian Rhapsody; D'Albert, Saint-Saens Concertos; Boellmann Variations; pieces from standard concert repertoire. An

examination is required each semester. 2 hours each semester, or until qualified to pass the qualifying examination for upper division standing.

MUPE 101, 102 — Preparatory Percussion. 1 hour each semester. Proper gripping of sticks and mallets for technical development and control through standard rudiments, scales, melodies, articulation, intervals and tuning will be emphasized. Literature and methods will include: Stone, Magadini, Lepak/ Friese and Goldenberg.

MUPE 109, 110, 111, 112, 211, 212 — Percussion. 2 hours each semester. Studies by Goldenberg, Musser, Stone, Morales, Chapin, Goodman, Morrello and Abel will be utilized. Emphasis will be placed on reading and interpretational skills for Snare drum, Timpani, Xylophone, Marimba, Multi-Percussion, Vibraphone, Drum Set, Latin Percussion and Accessories. Will also include study in the proper playing of Cymbals and Gongs. Study of solo, orchestral and ensemble literature of major periods in music will include Twentieth Century works. Timpani study will include music for two, three, four and five kettledrums. Marimba study will include four octaves, major and minor scales, arpeggios, and broken chords, and stress proper sticking, grips, and a high level of control with two, three, and four mallets. Attention will be given to sight reading for all instruments. Prerequisite: MUPE 102.

Voice

MUVO 101, 102 — Preparatory Voice. 1 hour. Class study incorporating lectures and practical applications for confidence and poise, posture, diaphragmatic breathing, controlling registers, resonance, vowels, diphthongs, consonants, legato, interpretation and expression, and analysis of vocal performance. Vocalises are taught for improving vocal technique and correcting vocal faults. The repertoire used in the class includes hymns and folk songs. An examination is required at the end of each semester.

MUVO 107, 108 — Class Voice. 2 hours. (College level). Class study incorporating lectures and practical applications for confidence and poise, posture, diaphragmatic breathing, controlling registers, resonance, vowels, diphthongs, consonants, legato interpretation and expression, analysis of vocal performances, and the basic rules of Italian diction. Vocalises are taught for improving vocal technique and correcting vocal faults. The repertoire used in the class includes hymns, folk songs, oratorio arias and Italian art songs of the 16th and 17th centuries. An examination is required at the end of each semester. Entrance

Requirements for Majors: To enter private instruction in voice, the student should have completed the equivalent of MUVO 108 — Class Voice.

MUVO 109, 110, 111, 112, 211, 212 — Voice. (Private lessons) Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment; Sieber, Vaccai; songs in English and Italian, German Lieder and classical arias. An examination is required each semester. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUVO 108.

MUVO 311, 312, 411, 412 — Voice. (Private lessons). Continued technical development, the sustained tone of Italian bel canto, ornamentation, the laws of interpretation, tone color; correct pronunciation, enunciation and articulation; advanced vocalises such as Panofka and Marchesi; operatic and oratorio recitatives and arias; modern Italian, German, French, English and American songs. 2 hours each semester, and until approved for senior recital. The candidate for graduation must present a recital of literature of the major periods, in the original language, showing in understanding of the various contrasting styles.

Woodwind Instruments

MUCL 101, 102 — Preparatory Clarinet. 1 hour. Production of tone, breathing, articulation. Scale studies and arpeggios. Elementary Solos to more advanced.

MUCL 109, 110, 111, 112, 211, 212 — Clarinet. Rose: Forty Studies; Solos such as Weber's Concertino, Fantasy and Rondo. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUCL 102.

MUCL 311, 312, 411, 412 — Clarinet. 2 hours each semester. Rose: Thirty-two Etudes; Cavallini, Caprices; Weber, Concerti; Mozart, Concerto; Brahms, Sonatas.

MUFL 101, 102 — Preparatory Flute. 1 hour each semester. Long tones, major and minor scales, simple to difficult articulations. Hickok, Flute Fun. Chromatic scales, broken arpeggios. Wagner, Foundation to Flute Playing; Easy solos such as: Hahn, Transcriptions for flute; Popp-Sousman, Method for Flute; Marquarre, Studies; Kohler, Etudes I and II. Sonatas by Handel.

MUOB 101, 102 — Preparatory Oboe. 1 hour each semester. Posture, breathing, embouchure,

long tones, and production of dynamics. Simple melodies and chorales, Barrett, Exercises in Articulation. Major and minor scales. Beginning reed making. Barrett, Exercises in Articulation and Progressive Melodies. Eight solos from Labate, Oboe Repertoire. Gekeles, Methods for Oboe.

MUBN 101, 102 — Preparatory Bassoon. 1 hour each semester. Embouchure, attack, dynamics, scale studies, breath control, articulation, intervals and alternate fingerings. Studies by Weissenhorn. Reed-making. Simple melodies through more advanced solos. Exercises in tenor clef, all major and minor scales, arpeggios, and broken chords. Milde, Studies, Weissenhorn. Duets; Boyd, Famous Melodies for Bassoon.

Brass Instruments

MUTR 101, 102 — Preparatory Trumpet. 1 hour each semester. Basic embouchure, breath control, tonguing, slur, dynamics, development of a two octave range, alternate fingering, scales. Arpeggios, phrasing; simple melodies through more advanced solos.

MUTR 109, 110, 111, 112, 211, 212 — Trumpet. Arban, St. Jacome — Studies by Williams, Duham, Clarke. All arpeggios and broken chords, M.M. 100 in quarter notes, as in Arban. All minor scales at 4/4 M.M. quarter note = 50 in eighth notes. Major scales at 4/4 M.M. quarter in 16th notes. Single, double and triple tonguing. Amsden's Celebrated Duets. 1 solo each from the Classical repertoire and Romantic to Modern repertoire memorized each semester. Suggested solos: Concert Fantasia. Chords: Petite Piece Concertante, Balay; Etude de Concours, Potit. Scales will be requested by Examining Committee for performance according to above requirements. Scales to be played 1, 2 or 3 octaves, as the compass of the instrument will permit. 2 hours each semester, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUTR 102.

MUTR 311, 312, 411, 412 — Trumpet. 2 hours each semester. Arban, St. Jacome's. Major scales 4/4 quarter = 96 in 16th notes. Minor scales 4/4 quarter = 50 in 16th notes. Arpeggios and broken chords at 100 in quarter note as in Arban. Intro. to Williams Transposition Studies. Single, double, and triple tonguing intensified study. Arban Characteristic Etudes. Amsden and Arban Duets. Suggested solos: Introduction and Scherzo, Goyens: Lides of Schumann, Brahms, Schubert. 1 solo each from classical and later repertoires memorized each semester. Scales will be requested by the examiners as per above requirements. Scales to be played on 2, or 3 octaves, as the compass of the instrument will permit.

MUTB 101, 102 — Preparatory Trombone. 1 hour each semester. Intro. to the technique and basic fundamentals of trombone playing. Muller, Arban Edwards-Honey, Clarke Methods, Buchtel, 1st Book of Trombone Solos. Studies by Cimera and Honey. Supplementary studies by Endresen. All scales, arpeggios, broken chords. Solo repertoire to include: Giordani, Caro Mio Ben; Tchaikowsky, Valse Melancholique, Donizetti, Romanza.

MUTB 109, 110, 111, 112, 211, 212 — Trombone. 2 hours each semester. Arban, Endresen, and Cimera studies; special studies for legato, articulation, flexibility, and control. Solos recommended: Chords, Concert Fantasia; Solo de Concours, Croce and Spinelli; Martin, Elegie; Bohme, Liebeslied. Scales to be played 1, 2 or 3 octaves, as the compass of the instrument will permit, or until able to pass the qualifying examination for upper division standing. Prerequisite: MUTB 102.

MUTB 311, 312, 411, 412 — Trombone. 2 hours each semester. Arban, Book II. Kopprasch, Book I. Studies in transposition and clef reading. Solos such as Rousseau, Piece Concertante; Blazenich, Concert Piece, No. 5; Grofe, Grande Concerto.

MUHN 101, 102 — Preparatory Horn. 1 hour each semester. Basic fundamentals of embouchure, tone, breathing, use of tongue, and articulation. Pottag-Honey method for Horn. Primary studies for horn, including solos, duets and trios, Horner. All scales and arpeggios; double tonguing; muting; transposition. Concone vocalises. Horner studies. Solos by Kaufman, Boyd, Gounod and Brahms. Kopprasch, Book I.

MUHN 109, 110, 111, 112, 211, 212 — Horn. 2 hours each semester or until able to pass the qualifying examination for upper division standing. Kopprasch studies, Book II. Special studies for flexibility, range, sonority, attack and control. Transportation, clef reading and muting. Solos such as Mendelssohn, Nocturne from Midsummer Night's Dream; Bloch, Chant d'Amour; Beethoven, Adagio Cantabile. Prerequisite: MUHN 102.

MUHN 311, 312, 411, 412 — Horn. 2 hours each semester. Horn passages from Orchestral works. Pottag; Mozart, Concerto for Horn in D Major, No. 1; Haleny-Gault, Romance from Leclair; Mozart Concerto No. 3 in E-flat; Strauss, Concerto for Horn, Op. 11. Execution of lip trill; double and triple tonguing. Schantl, Book IV or equivalent.

Recitals

The recitals are initially given the Departmental Code of MUAP for Applied Music. The actual registration and transcript will show the specialization of the student in applied music, such as MUPN for those emphasizing piano or MUVO for those emphasizing voice.

MUAP 395 — Junior Recital. 2 hours. A well-balanced program of representative works from the baroque, classical, romantic, and modern repertoire to be performed in public by memory. A minimum of one hour duration. Only for those concentrating in performance.

MUAP 495 — Senior Recital. 2 hours. A program similar in nature to the junior recital but demonstrating a broader grasp of repertoire and technique. A minimum of one hour duration.

Church Music — MUCH

MUCH 276 — Elementary Conducting. 2 hours. The basic conducting patterns will be covered along with basic rhythmic development. Hymns and easy anthems will be conducted.

MUCH 377 — Music in Worship. 2 hours. The functions of music in Christian worship; problems in church music administration; study of forms of service of the various Christian churches, with emphasis upon the place of hymns in worship. A brief historical survey of the development of hymnology and a thorough analysis of the Nazarene Hymnal.

MUCH 379 — Music in the Church Service. 2 hours. The selection of organ, choir and hymn repertoire appropriate to the church season. The study and practice of methods to attain unity in the church service.

MUCH 478 — History of Church Music. 2 hours. The development of the music and liturgy of the church from ancient times to the present, with emphasis upon organ, choir, and congregational music.

MUCH 480 — Supervised Conducting Practicum. 1 hour. A course designed to give the student practical conducting experience. It may take the place within the University, or may take place in local churches, depending on schedules and need. Prerequisite: MUED 378.

MUCH 487 — Supervised Music Ministry. 2 hours. Placement will be made in a church setting which will provide practical training and serve as a culminating experience for those con-

centrating in Church Music. Activities may include some or all of the following: choir directing, directing congregational singing, working with children's music, directing a teen choir, directing the church orchestra, arranging for and participating in special music, and selecting music for all of the above. Prerequisite: MUED 378.

Music Education — MUED

MUED 101 — Careers in Music. ½ hour. A survey of the various career options available to a music major following graduation. The course is intended to provide an understanding of the musical, academic and psychological skills required in various careers, and present reasonable expectations regarding responsibilities and rewards. Required for a concentration in music. One lecture period per week.

MUED 177, MUED 377 — Music Drama Production. ½ to 2 hours. A course designed to enable students to study and participate in the workings of the production of music drama. Credit shall be given to students based on the quality of their involvement as well as the amount of time. Up to two hours of credit may be earned in one semester. The faculty member responsible for the course will determine how much credit can be given. May be repeated, but not more than 4 hours credit in Music Drama Production may be earned. No prerequisites.

MUED 180 — Percussion Instrument Class. 1 hour. Study and development of fundamental skills needed for teaching percussion in a school setting.

MUED 280 — String Instrument Class. 2 hours. Study of violin, viola, 'cello, bass. Correct fingering, bowing, positions. Methods and materials for school classes.

MUED 281 — Marching Band Techniques. 1 hour. This course is to give students background in the planning, charting, and executing of pre-game and half-time marching band routines, including marching band philosophy, equipment needed, scheduling rehearsals, and plans for working with flag corps, majorettes, rifle team and drum major.

MUED 360 — Instrumental Activities for the Elementary School. 1 hour. An introductory course for the general elementary education major. It is an activities approach to music fundamentals in which beginning concepts of playing the autoharp, recorder will be stressed. Skills will include playing the piano to teach oneself children's song literature, playing the autoharp as an accompaniment

instrument for the classroom, and playing familiar tunes on the recorder.

MUED 366 — Music Activities for the Elementary School. 1 hour. An introductory course for general elementary education majors. It is an activities approach to music education stressing singing, playing, listening, creating, and moving. Prerequisite: MUED 360.

MUED 375 — Instrumental Methods and Conducting. 3-4 hours. A course designed to develop the fundamental conducting gestures needed for public school and church use. Organization and development of instrumental ensembles in the public and private schools will be stressed. Appropriate literature for ensembles, both school and church, will be studied. Students will be given opportunities to conduct the University bands and orchestra. All those concentrating in Music Education must register for 4 hours in order to complete the required 45-hour practicum experience in a public school setting.

MUED 378 — Choral Methods and Conducting. 3-4 hours. Accepted techniques of conducting will be studied and rehearsed. Procedures for preparing the choral score for rehearsal and performance, and for developing choral tone, will also be studied. The interpretation of choral literature, from the standpoint of historical performance practices, will be examined. The course is designed to meet the needs of church and public school choral conductors. All those concentrating in Music Education must register for 4 hours in order to complete the required 45-hour practicum experience in a public school setting.

MUED 380 — Woodwind Instrument Class. 2 hours. Study of clarinet, flute, oboe/bassoon, and saxophone. Correct fingering, tonguing, breathing, intonation. Development of embouchure. Various approaches to technical difficulties and development of technic. Methods and materials for school classes.

MUED 381 — Brass Instrument Class. 2 hours. A study of the fundamental theory of brass instruments and correct embouchure. The development of the ability to play one brass instrument acceptably, and a familiarity with the special technics of the other instruments.

MUED 460 — General Music Methods. 3-4 hours. This course is an orientation to assist the student in formulating a general philosophy of general music (non-performance) for grades 1-12. Curriculum building, unit planning and lesson planning will be emphasized, as will materials of instruction, teaching aids (including audio-visual), and current methods (Orff, Kodaly, Dalcroze, Gordon, and Manhattanville). All those concentrating in Music Education must register for 4 hours in order to complete a required 45-hour practicum experience in a public school setting.

Music and Literature and History — MULT

MULT 177, 377 — Music Drama Production. ½ to 2 hours. Same as MUED 177, 377.

MULT 175-188, 375-388 — Ensemble. The music department has ten ensembles in which students of any department may participate after qualifying by try-out. All who concentrate in music are expected to participate in at least one ensemble each semester.

Four semesters of Choral Union are required for the Music concentration or Music minor. Exceptions will be made for persons who play in the orchestra when Choral Union is performing.

Freshmen and sophomores will enroll in the ensemble course under the MULT 175-188 series of numbers. Juniors and seniors will enroll under the upper division numbers MULT 375-388.

These ensembles are ½ hour credit each semester.

MULT 175, 375 — University Singers

MULT 178, 378 — Brass Consort

MULT 179, 379 — Stage Band

MULT 181, 381 — University Orchestra

MULT 182, 382 — Concert Singers

MULT 183, 383 — Choral Union

MULT 184, 384 — Orpheus Choir

MULT 185, 385 — Handbell Choir

MULT 188, 388 — Concert Band

MULT 190 — Introduction to Music Literature. 2 hours. A course designed to develop intelligent listening habits and to familiarize the student with standard musical works. The course includes a study of the material and structure of vocal and instrumental music and a survey of the various style periods of music.

MULT 202 — Accompanying. ½ hour. Study of the principles of good accompanying techniques for the pianist playing with choral, vocal and instrumental music. Practical experience in the form of accompanying assignments is given, as well as coaching sessions with and without the soloist or group being accompanied. Prerequisite: MUPN 108 and permission of the instructor. Four semesters of this course are required of those with emphasis in piano. They may receive ensemble credit if they wish.

MULT 300 — Organ Literature. 2 hours. This course includes a survey of organ literature from the Renaissance through 20th century compositions. Emphasis is placed on stylistic differences in each period and registration commonly associated with each type of composition. A study of the organ of different countries and periods for which the literature was composed is included.

MULT 301 — World Musics. 3 hours. A study of representative music systems of the world, the function of these musics within the cultures of which they are a part, and a comparison of these phenomena with their Western counterparts. Seeks to provide an understanding of non-Western music systems as a means to appreciating the ethnic diversity in our pluralistic society. Open to all students; no prior musical training is necessary.

MULT 302 — Organ Pedagogy. 2 hours. Different methods of technique training, choice of registration for different styles of literature, and source materials for various levels of organ training are included. The student will be given practical experience in coaching an organ student under the guidance of an organ faculty member.

MULT 304 — Piano Literature. 2 hours. A survey of the historical, stylistic, and formal aspects of piano literature from 1700 to the present.

MULT 305 — Piano Pedagogy. 2 hours. A course designed to prepare the advanced pianist for successful teaching in the private piano studio or the piano lab. The course includes a selective survey of currently available teaching method books, a study of the principles of good teaching, and instruction in the business procedures necessary for the self-employed music teacher. Prerequisites: MUPN 112 — Piano, or permission of the instructor. It is strongly recommended that students emphasizing piano in the music concentration substitute this course for 2 hours of upper division applied music.

MULT 334 — Clarinet Pedagogy and Literature. 2 hours. Various pedagogical problems and their solutions will be systematically considered. Also an in-depth survey of clarinet literature will be undertaken with emphasis on method books and studies as well as solo and chamber works.

MULT 354 — Trombone Pedagogy and Literature. 2 hours. A survey of solo and ensemble materials ranging from easy to difficult suitable for developing skills of trombone performance; and a study of methods of teaching trombone both in the private studio and in the public schools, with an emphasis on preparation for recital performance.

MULT 370 — Vocal Literature and Pedagogy. 2 hours. The study of vocal literature will include songs from the major periods of music history beginning with the Baroque; methods of vocal production will be examined in order to give the student an over-view of approaches to the singing art. Includes a minimum of 6 clock hours of pre-student teaching experience with public school students.

MULT 390, 391 — Survey of Music History and Literature. 3 hours each. The history of music from the ancient Greeks to the present. The first semester will deal with the period of the Greeks

to the Baroque. The second will continue to music of our time. A component on World Musics, a survey of representative music systems of the world, will be included in the second semester. Prerequisite: MULT 190 or proficiency examination.

Music Theory — MUTH

MUTH 100 — Music Theory. 2 hours. A beginning course in music theory covering principles of rhythm and meter, major and minor key signatures and scales. A weekly lab session applies skills to the student's individual area of performance. No prerequisite. Students must be enrolled concurrently in piano.

MUTH 110 — Music Theory. 3 hours. A course in the study of diatonic harmony through analysis and part-writing. Emphasis on harmonization, voice leading and harmonic progression. Students must be enrolled concurrently in piano and MUTH 111.

MUTH 111 — Aural Skills. 1 hour. A course for improving skills in hearing and reading music through sight-singing, harmonic, rhythmic and melodic dictation, error detection, and improvisation.

MUTH 200, 210 — Music Theory. 3 hours each. A course in the study of chromatic harmony through 20th Century techniques of musical composition. Emphasis on analysis, part-writing and original composition. Students must be concurrently enrolled in MUTH 201 or 211.

MUTH 201 — Aural Skills. 1 hour. Continuation of MUTH 111.

MUTH 211 — Aural Skills. 1 hour. Continuation of MUTH 201.

MUTH 300 — Form and Analysis. 2 hours. A progressive study of musical form of all style periods from the motive through the sonata and concerto. Emphasis on description, analysis and reduction.

MUTH 494 — Instrumentation. 2 hours. Range and transposition of the instruments of the orchestra; timbres of instruments individually and in combination; arranging for small groups and for full orchestras. Emphasis will be placed on arranging for school orchestras, with limited instrumentation and players of moderate ability.



Professor Joe M. Noble leads this class in choral conducting.



Nursing students practice resuscitation methods on this plastic model prior to working with real people.

Division of Health Sciences — HS

Nursing Education — NURS

Physical Education — PHED

Janice Holmes, Acting Division Head

The Division of Health Sciences provides education for students who will work in health services, and also presents the entire student body, faculty and staff of Olivet with opportunities for physical health and well-being.

The concept of physical wellness which supports intellectual, social and spiritual life of the person is integrated by the courses and programs of this division.

Nursing Department — NURS

Nursing is a challenging and rewarding career for men and women. It combines the practice of a profession with the opportunity to serve humankind.

Nursing at Olivet involves caring for the whole person. To do this, nurses are taught to consider five dimensions: biological, psychological, social, developmental and spiritual. The Betty Neuman Health Care System Model is the nursing theory which underlies the curriculum.

Students are exposed to a variety of learning experiences ranging from health promotion and maintenance to restorative care during illness. They work in a variety of health care agencies. These experiences help to broaden the student's view of employment opportunities.

The nursing program is designed on the belief that the liberal arts are an essential foundation for nurses as they study Man, Health, the Environment and Nursing.

The program has approval from the Illinois Department of Professional Regulation and is accredited by the National League for Nursing.

Kappa Sigma is the local chapter of the International Honor Society for Nurses, Sigma Theta Tau. Membership is based on scholastic and leadership achievement.

Faculty

JANICE HOLMES (1984)

Associate Professor of Nursing, Acting head of the Department & Division

B.S.N., 1956, Illinois Wesleyan University
M.S.N., 1978, Northern Illinois University

PAUL L. DILLINGER (1989)

Assistant Professor of Nursing

B.S., 1971, Olivet Nazarene University
M.A., 1974, Austin Peay University
M.S.N., 1988, Univ. of Texas at El Paso

SUSAN HOBBS DRAINE (1983)

Associate Professor of Nursing

B.S., 1976, Olivet Nazarene University
M.S.N., 1983, University of Alabama
M.B.A., 1990, Olivet Nazarene University

AMY GOLYSHKO (1981)

Associate Professor of Nursing

B.S., 1975, North Park College
M.S., 1982, Northern Illinois University

LINDA GREENSTREET (1981)

Associate Professor of Nursing

A.A., 1971, Belleville Area College
B.S., 1979, Olivet Nazarene University
M.S.N., 1984, Governors State University

LEONA C. HAYES (1970)

Associate Professor of Nursing

B.S., 1954, University of Denver
A.B., 1955, Seattle Pacific College
Certificate in Nurse-Midwifery, 1960, Frontier Nursing Service
M.S., 1964, University of California
Ed.D., 1991, University of Illinois

CHARLOTTE KECK (1974)

Associate Professor of Nursing

B.S., 1964, Goshen College
M.S., 1974, Northern Illinois University
M.A.E., 1989, Olivet Nazarene University

CONNIE MILTON (1986)

Assistant Professor of Nursing

B.S., 1980, Olivet Nazarene University
M.S.N., 1985, Loyola University of Chicago

PHYLLIS REEDER (1979)

Professor of Nursing

Diploma, 1960, South Chicago Community Hospital
B.S., 1975, Olivet Nazarene University
M.S.N., 1979, University of Illinois
Ph.D., 1991, University of Illinois

Adjunct Faculty

LINDA DAVISON

Nursing

Diploma, 1971, J.F. Burnham School Nursing
B.S.N., 1979, Governor's State University
M.S.N., 1983, Governor's State University
M.B.A., 1989, Olivet Nazarene University

DENA REDDICK

Nursing

B.S., 1980, Olivet Nazarene University
M.S., 1987, Rush University

CAROLINE REICH

Nursing

B.S., 1982, Olivet Nazarene University
M.S.N., 1990, Northern Illinois University

Nursing majors graduating from Olivet Nazarene University receive the Bachelor of Science degree. They are prepared to sit for the NCLEX-RN exam and to practice as a generalist as well as pursue graduate work in nursing.

The nursing curriculum builds on a broad liberal arts foundation, and is supported by behavioral and life science courses. Nursing studies progress from a wellness emphasis to life-threatening situations, and addresses clients as individuals, families, and communities.

Students must submit evidence of good health in accordance with Illinois Department of Health regulations for health care agency personnel. The Nursing Department will make reasonable accommodation for those students who have special health problems or disabilities when such accommodation is possible as determined by the department.

Students interview with a nursing professor sometime during the first year of study at Olivet. At this time, attention is given to student scholastic achievement and potential for success in the nursing major.

Student grades are reviewed each semester. In order to progress to the next nursing level, students must receive a grade of C or higher in each nursing course, and a grade of C- or higher in each of the supporting courses.

A cumulative grade point average of 2.2 is required to progress in the nursing courses. *Admission* to the upper division nursing courses is required, based on the above requirements. A 2.2 grade point average must be maintained throughout the junior and senior level courses.

Permission must be obtained from the nursing department head before repeating a nursing course. Students may not repeat more than one nursing course which has a practicum.

Continuation in nursing is also dependent upon the demonstration of personal and professional growth, and achieving satisfactory grades in each supportive course and each nursing course.

Transfer students are accepted after all qualified pre-nursing students have been placed. Students wishing to transfer must meet the same criteria as students who began their college work at Olivet.

Transportation to and from clinical sites is the responsibility of the student. Frequently, students carpool to save on expenses.

Nursing Major: 50 hours. B.S.

Required:

NURS 202 — Introduction to Professional Nursing
230, 231 — Basic Concepts Assessment I, II
300, 310, 400, 410 — Nursing Theory
301, 311, 401, 411 — Nursing Application
490, 497 — Nursing Seminar

To be supported by:

CHEM 101 — Introduction to Chemistry
102 — Principles of Organic and Biological Chemistry
BIOL 246, 247 — Human Anatomy and Physiology
356 — Microbiology
HMEC 327 — Human Nutrition
PSYC 211 — Child Developmental Psychology
212 — Adolescent and Adult Developmental Psychology
SOCY 120 — Introductory Sociology

Typical Program of Courses for a Student Majoring in Nursing

Freshman Year

Freshman Composition
Introduction to Chemistry
Organic and Biological Chemistry
Introduction to Sociology
Mathematics/Algebra
Intro. to Professional Nursing
Bible I
Physical Education

Sophomore Year

Child Developmental Psychology
Basic Concepts/Assessment I, II
Anatomy and Physiology I, II
History
Introduction to Fine Arts
Adolescent and Adult Psychology
Christian Doctrine
Elective

Junior Year

Nursing Theory I, II
Nursing Application I, II
Microbiology
Human Nutrition
Speech

Senior Year
Nursing Theory III, IV
Senior Seminar I, II
Nursing Application III, IV
Bible II
Church and Christian Living
Literature
International Courses
Elective

Nursing Courses

NURS 202 — Introduction to Professional Nursing. 2 hours. Professional nursing, its historical emergence, characteristics, ethics and unique role in health care are presented. Critical thinking, theory development and application are examined as well as the nature, purpose and process of research.

NURS 230 — Basic Concepts/Health Assessment. 4 hours. The first nursing course with a clinical experience component. Systems such as health care delivery and sociocultural affiliation in the promotion and maintenance of wellness in the client system are explored. Concepts impacting client wellness are presented including stress, stress management, development, needs and pharmacology. Data collection, physical assessment, nursing diagnosis, and communication skills are included as well as those technical skills necessary for basic nursing care.

NURS 231 — Basic Concepts/Health Assessment. 4 hours. This course continues with the wellness approach to client-centered nursing and those nursing skills included in NURS 230. Nursing skills relating to planning and the implementation and evaluation of care are learned and applied in the clinical setting. Prerequisite: NURS 230.

NURS 300 — Nursing Theory I. 5 hours. Theory related to the acutely ill individual across the life span. The well family is introduced as a client unit. Special attention is given to the family during child bearing and to selected illnesses and surgeries experienced by a family member. Also included is the research process. The primary nurse role is emphasized. To be taken concurrently with NURS 301. Prerequisites: NURS 202, 230, 231.

NURS 301 — Nursing Application I. 5 hours. Application of NURS 300 wherein students plan and evaluate plans of nursing care for these clients. The course consists of 2 hours of class and 12 hours of practicum each week. In the practicum, students use the nursing process/Neuman model as they provide nursing care to clients in agency settings. Included are experiences in hospitals, outpatient clinics, physician offices and

schools. To be taken concurrently with NURS 300.

NURS 310 — Nursing Theory II. 5 hours. A continuing study of the ill individual and well family across the life span. Introduced is theory relating to individuals with long-term illnesses and to support roles played by community groups and the family unit. Content is included which assists students to identify a research problem and begin planning for their senior level research project. To be taken concurrently with NURS 311. Prerequisites: NURS 300, 301.

NURS 311 — Nursing Application II. 5 hours. Application of NURS 301 with the plans of nursing care including clients with long-term illnesses. Additional settings for practica include long-term care settings, rehabilitation and convalescent settings, and the private homes of clients. To be taken concurrently with NURS 310.

NURS 400 — Nursing Theory III. 2 hours. This course introduces the well community as a client. Also included is theory relating to dysfunctional families and individuals experiencing a crisis. Attention is given to group theory, epidemiology, family assessment, and crisis intervention. Nurse roles include that of primary care nurse as well as coordinator, counselor, group member, and group leader. To be taken concurrently with NURS 401. Prerequisites: NURS 310, 311.

NURS 401 — Nursing Application III. 6 hours. Application of NURS 400 wherein students plan and evaluate plans of care for these clients. The course consists of 2 hours of class and 12 hours of practicum each week. In the practicum, students use the nursing process/Neuman model as they provide care to clients in agency settings and in the home. A community analysis project is completed. Practicum settings include home care agencies, mental health units and clinics, and public health agencies. To be taken concurrently with NURS 400.

NURS 410 — Nursing Theory IV. 2 hours. This course provides a synthesis of knowledge from previous nursing theory courses. Introduced is theory relating to life-threatening situations. Special attention is given to the critically ill individual and to a community in crisis. Nurse roles include that of primary care nurse as well as collaborator, coordinator, educator, manager, and leader. To be taken concurrently with NURS 411. Prerequisites: NURS 400, 401.

NURS 411 — Nursing Application IV. 7 hours. Application of NURS 410 wherein students plan and evaluate plans of care for these clients. The course consists of 2 hours of class and 15 hours of practicum each week. In the practicum, students use the nursing process/Neuman model as they provide care to high-risk and critically ill

clients. Opportunity is given for students to assume the role of nurse manager and nurse leader. Practicum settings include critical care and oncology units as well as a practicum for simulated learning, i.e., the severely burned client, a community disaster, and the high-risk infant. To be taken concurrently with NURS 410.

NURS 480-489 — Selected Topics in Nursing. 2 hours. Two hour elective courses will be offered no more than once every year and no more than two offerings each semester. Examples of courses include NURS 480 — Pharmacology for Nurses, 481 — Gerontological Nursing, 482 — Nursing and Physiological Control Mechanisms

NURS 490 — Senior Seminar I. 2 hours. An exploration of issues and trends related to professional nursing and the health care field. Nurse roles addressed are researcher, scholar and professional. Students complete a proposal for their research problem identified in Nursing Theory II (NURS 310). Prerequisites: NURS 310, 311.

NURS 497 — Senior Seminar II. 1 - 3 hours. Students complete their research report. Study findings are presented at a research program. One hour is required for the major. However, students may seek approval for additional research credit. Prerequisite: NURS 490.

NURS 499 — Special Topics in Nursing. Individualized study program on a topic not covered in a regular course.

Degree Completion Track for Registered Nurses

Registered nurses apply to the degree completion program through the Adult Studies Office. Students may complete the degree in two years.

Classes are started throughout the year.

Additional materials are available from the Adult Studies Office, including admission and graduation requirements, as well as nursing core course descriptions.

Physical Education Department — PHED

Faculty

LARRY D. WATSON (1965)

*Assistant Professor of Physical Education,
Department Head, Athletic Director.*

B.S., 1965, Olivet Nazarene University
M.A., 1968, Western Michigan University

BRIAN BAKER (1985)

Assistant Professor of Physical Education
B.S., 1980, Taylor University
M.A., 1981, Ball State University
M.A.E., 1991, Olivet Nazarene University

RALPH HODGE (1979)

Instructor of Physical Education
B.A., 1976, Olivet Nazarene University
Graduate Studies, Western Illinois University

BRENDA PATTERSON (1978)

Associate Professor of Physical Education
B.S., 1975, Trevecca Nazarene College
M.Ed., 1977, Middle Tennessee State
University
Ed.S., 1985, Middle Tennessee State
University

DONALD REVELL (1987)

Instructor of Physical Education
B.S., 1982, Liberty University
M.A.E., 1988, Olivet Nazarene University

RITCHIE RICHARDSON (1991)

Instructor of Physical Education
B.A., 1984, Lincoln Memorial College
Olivet Nazarene University

RALPH ROBINSON (1991)

Instructor of Physical Education
B.A., 1987, Murray State University
Olivet Nazarene University

JEFF SCHIMMELPFENNIG (1990)

Instructor in Physical Education
B.S., 1986, Olivet Nazarene University
M.B.A., 1991, Olivet Nazarene University

JOHN VANDERMEER (1987)

Instructor of Physical Education
B.S., 1987, Kentucky State University
M.A.E., 1991, Olivet Nazarene University

Adjunct Faculty

TIM ANNIS

Sports Medicine
B.A., 1977, Western Illinois University
M.A., 1978, University of Arizona
Certified Athletic Trainer, 1977

The physical education department offers a service program in physical education as well as professional training leading to a major. An extensive intramural and inter-collegiate sports program is also sponsored by the Department.

The Department of Physical Education has as its objectives the promotion of good health practices in the lives of all students, the development of Christian character through sportsmanship and cooperative team play, the teaching of worthy use of leisure time, arousing interest and developing skills in games and recreational activities, and providing students majoring in Physical Education with the fundamental knowledge and skill required for effective service to society.

Two semester hours of health and/or physical education are required of all students. At least one of the hours must be in activity courses. Veterans may apply at the Registrar's office for credit covering service experience in the Armed Forces. In cases in which inability is certified by the school physician, substitutions may be arranged of the same number of hours in zoology, hygiene, or first aid.

The practicum courses consist of inservice training available upon approval by the department head under close supervision of a department faculty member. They will allow training in the areas of intramurals, physical education, recreation, athletics.

All Health and Physical Education majors and minors must obtain a grade of C- or above in all Physical Education and Health courses to meet the requirements for graduation.

Physical Education Major, 36 hours. B.A. or B.S.

Course work designed for those interested in YMCA, YWCA or other recreation fields.

Required:

PHED 150 – Life Fitness and at least 3 activity courses selected from PHED 151-166.

- 145 – Basic Athletic Training I
- 149 – Careers and Concepts in PHED
- 225 – Methods of Teaching Individual Sports
- 241 – First Aid and Emergency Care
- 367 – Methods and Materials in Physical Education for the Elementary School

471 – Organization and Administration of Physical Education

472 – Kinesiology

or 360 – Physiology of Exercise

And 15 additional hours from the department.

Required supporting courses:

BIOL 246, 247 – Human Anatomy and Physiology

Also recommended:

Take as many activity courses as possible, and PHED 370 – Adaptive and Corrective Physical Education

Physical Education Teaching Major, 34 hours. B.A. or B.S.

Required:

PHED 150 – Life Fitness, and at least 3 activity courses selected from PHED 151-166.

145 – Basic Athletic Training I

149 – Careers and Concepts in PHED

225 – Methods of Tchng. Individual Sports

352 – Tests and Measurements in PHED

360 – Physiology of Exercise

367 – Methods of PHED – Elementary

370 – Adaptive and Corrective PHED

471 – Organization and Administration of Physical Education

472 – Kinesiology

And 6 additional hours selected from:

PHED 221 – Coaching Basketball

222 – Coaching Track and Field

223 – Coaching Baseball

224 – Coaching Football

226 – Training and Coaching the Woman Varsity Athlete

227 – Team Sports Officiating

229 – Methods of Teaching Team Sports

Required supporting courses:

BIOL 246, 247 – Human Anatomy and Physiology I, II

The Professional Educational Sequence including PHED 364 in Methods.

Physical Education Minor, 16 hours**Required:**

PHED 149 — Careers and Concepts in Physical Education

Additional courses to be approved by the Department Head.

Physical Education Teaching Minor: 24 Hours**Required:**

PHED 149 — Careers and Concepts in Physical Education
225 — Methods of Teaching Individual Sports
364 — Methods in Secondary Physical Education
367 — Methods of PHED — Elementary
370 — Adaptive Physical Education
471 — Organization and Administration of PHED

And 6 additional hours selected from:

221 — Coaching Basketball
222 — Coaching Track and Field
223 — Coaching Baseball
224 — Coaching Football
227 — Team Sports Officiating
229 — Methods of Teaching Team Sports

Required supporting courses:

BIOL 246, 247 — Human Anatomy and Physiology I, II

Health Education Teaching Minor, 21 hours**Required:**

PHED 141 — Personal and Community Health
200 — Intro. to Health Education
241 — First Aid and Emergency Care
301 — Health Educ. in Elementary School or 302 — Health Educ. in Secondary School
340 — Materials and Methods in School Health
375 — Problems and Programs of Community Health

Two courses selected from:

HMEC 121 — Intro. to Nutrition
252 — Consumer Economics
327 — Human Nutrition
PSYC 211 — Child Development
212 — Adolescent and Adult Development
PSYC 222 — Psychology of Human Communication
312 — Personal Growth and Integration
354 — Communication Theory
BIOL 320 — Genetics and Biomolecules
370 — Ecology
560 — Topics in Environmental Science
SOCY 230 — Marriage and Family
EDUC 376 — Survey of Exceptional Children

Required supporting courses:

BIOL 246, 247 — Human Anatomy and Physiology I, II

Certified Athletic Training Program

A National Athletic Trainers Association (N.A.T.A.) Internship program is available to any student who wishes to become a certified athletic trainer. To meet certification requirements, the intern candidate must present documentation of attaining at least 1,500 hours of Athletic Training experience under direct supervision of an NATA Certified Athletic Trainer.

These hours must have been attained over a minimum of two years and not more than five years. Of these 1,500 hours, 1,000 hours must be attained in a traditional athletic training setting at the interscholastic, intercollegiate, or professional sports level. The additional 500 hours may be attained from acceptable related areas under the direct supervision of an NATA Certified Athletic Trainer.

Each candidate must present an official transcript as proof of completion of formal course work including at least one course in each of the following areas: Personal Health, Human Anatomy, Kinesiology/Biomechanics, Human Physiology, Physiology of Exercise, Basic Athletic Training, and Advanced Athletic Training.

Physical Therapy — Pre-Professional Program

A fully certified program in Physical Therapy is customarily offered at the graduate level. At the undergraduate level at Olivet, a person interested in Physical Therapy would major in Physical Education, Biological Science or Psychology. In addition, completion of the following courses is strongly recommended. These are most often required for admission to the graduate schools:

PHED 145 — Basic Athletic Training

- 163 — Swimming
- or 156 — or Lifesaving
- 360 — Physiology of Exercise
- 370 — Adaptive and Corrective PHED
- 472 — Kinesiology

BIOL 246, 247 — Human Anatomy and Physiology

- 361 — Comparative Anatomy
- 455 — Physiology

PSYC 101 - Introduction to Psychology

- 211 — Child Developmental Psychology
- 312 — Personal Growth
- 345 — Physiological Psychology

CHEM 101 and 102

- or CHEM 103 and 104

PHYS 121 and 122

- or PHYS 201 and 202

MATH 131 — Algebra and Trigonometry or 147 — Calculus I

SPCH 101 — Fundamentals of Speech

Typical Courses for a Student Majoring in Physical Education

Freshman Year

Careers and Concepts of PHED

Life Fitness

English Composition

Bible I

Introduction to Fine Arts

U.S. History

Mathematics

Physical Education Activities

Sophomore Year

Developmental Psychology

Athletic Training

Anatomy and Physiology

First Aid

Educational Psychology

Individual Sports

Literature

Christian Doctrine

Courses

PHED 108 — Golf, 1 hour. A course outlined for beginning players. Emphasis is placed on the development of fundamental skills.

PHED 123 — Conditioning for Varsity Athletes, ½ hour. A credit of ½ hour is earned by Intercollegiate Varsity sport participants at the completion of their sport season. A maximum of 2 hours may be earned, of which 1 1/2 hours may be applied to meet the General Physical Education Requirement. **PHED 150 — Life Fitness —** must be taken by all students.

PHED 131 — Tennis, 1 hour. A course outlined for beginning players. Emphasis is placed on the development of fundamental skills.

PHED 141 — Personal and Community Health, 2 hours. The study includes essentials of personal and community health. Fundamentals of health science, scientific prevention of illness, dynamics of health in the individual and family are studied.

PHED 149 — Careers and Concepts in Physical Education, 3 hours. To describe and illustrate the purposes of American physical education, the knowledge about science and society which contributes to the discipline, the career possibilities available to professionals, and responsibilities of successful physical educators.

PHED 145 — Basic Athletic Training I, 2 hours. This is an overview course designed for coaching and sports medicine majors. Topics include prevention, recognition, and rehabilitation techniques associated with common sports injuries. Fundamental taping, first aid and sports-medicine theory will be stressed.

PHED 146 — Basic Athletic Training II, 2 hours. This is the second of four core Athletic Training courses designed for students seeking N.A.T.A. certification. Topics include common medical illnesses, general musculoskeletal disorders, inflammatory conditions, skin disorders, head/face and spinal column disorders. Treatment modalities and rehabilitation theory will also be discussed.

PHED 150 — Life Fitness, ½ hour. This course will first evaluate students to determine their current fitness level. Tests will measure heart and lung capacities, body composition, muscle strength, endurance, and flexibility. It will provide information about exercise and its relationship to total fitness. Students will be introduced to aerobics, a physical fitness program developed by Dr. Kenneth H. Cooper. After completing this course, students may choose from a wide range of individual and team activities to build physical fitness, knowledge and skill in the activities. PHED 150 is a prerequisite to all activity courses PHED 151 - 166.

PHED 151 - 166 — Elective Physical Education Activities. These introductory courses are designed to promote physical fitness and to teach fundamental rules and skills in individual and team activities. Each activity is offered as a block class (half-semester), and carries ½ hour credit. Prerequisite: PHED 150 — Life Fitness.

- 151 — Badminton
- 152 — Basketball
- 153 — Bicycling
- 154 — Bowling
- 155 — Flag Football
- 156 — Lifesaving
- 157 — Personal Aerobics
- 158 — Personal Defense for Women
- 159 — Racquetball
- 160 — Slimnastics
- 161 — Soccer
- 162 — Softball
- 163 — Swimming
- 164 — Tennis
- 165 — Volleyball
- 166 — Weight Training

PHED 200 — Introduction to Health Education. 2 hours. The philosophy, aims, objectives and principles of health education. Emphasis on the school health education program.

PHED 221 — Coaching Basketball. 2 hours. An intensive study of the rules and problems relative to the development of successful offensive and defensive play. For PHED majors and minors only.

PHED 222 — Coaching Track and Field. 2 hours. The study and practice of the various coaching techniques in track skills, methods of training and conditioning, and the methods of administering track meets. For PHED majors and minors only.

PHED 223 — Coaching Baseball. 2 hours. This course combines the rules and coaching techniques of baseball. For PHED majors and minors only.

PHED 224 — Coaching Football. 2 hours. A study of rules, coaching techniques and problems relative to the development of successful offensive and defensive play. For PHED majors and minors only.

PHED 225 — Methods of Teaching Individual Sports. 3 hours. The four individual sport groups covered in this course are Racquet (Badminton, Racquetball, Tennis), Rhythms (Aerobics, Gymnastics and Rhythms), Recreational (Archery, Bowling, Golf), and Fitness (Swimming, Track, Weight Training). Emphasis is placed on techniques and skills necessary for giving instruction.

PHED 226 — Training and Coaching the Woman Varsity Athlete. 2 hours. A study of the psychological and physical concepts of coaching women athletes. Concentration on specific coaching techniques, drills, strategies and training for selected sports.

PHED 227 — Team Sports Officiating. 3 hours. A study of techniques, team play, rules, and rule interpretation with emphasis on proper mechanics and judgment in officiating. Practical experience obtained.

PHED 229 — Methods of Teaching Team Sports. 2 hours. Techniques and procedures for teaching a number of selected team sports including softball, soccer, volleyball, and basketball.

PHED 241 — First Aid and Emergency Care. 2 hours. Vital and practical applications and procedures in caring for an injured person, including safety, Heimlich method in choking, splinting and bandaging.

PHED 247 — Advanced Athletic Training I. 2 hours. The third of four core Athletic Training courses designed for students seeking N.A.T.A. certification. Evaluation, first aid, treatment and rehabilitation of joint disorders will be stressed. Topics include ankle/foot/leg, knee, thigh/hip, pelvis, shoulder/upper arm, elbow, forearm/wrist/hand, thorax/abdomen/urogenital organs.

PHED 248 — Advanced Athletic Training II. 2 hours. The last of four core Athletic Training courses designed for students seeking N.A.T.A. certification. Training room management will be stressed. Topics include administration, communication skills, goal setting, budget, computer use, sport-medicine research design, strength/exercise theory, N.A.T.A. certification exam review, team responsibilities, and Sports-medicine philosophy.

PHED 274 — Outdoor Education. 2 hours. A study of the approved techniques for out-of-door living and recreation with opportunity for the student to develop skills in the various areas covered.

PHED 301 — Health Education in the Elementary School. 3 hours. An introduction to health education in the elementary school designed to acquaint the teacher with contemporary concepts of health education in the elementary school. Emphasis will be on learning, identifying and dealing with the health needs and problems of the elementary child. A significant portion of the course activities will be the planning, execution and evaluation of appropriate clinical experiences.

PHED 302 — Health Education in the Secondary School. 3 hours. An introduction to health education in the secondary school. Emphasis will be on learning, identifying and dealing with the health needs and problems of the secondary student. A significant portion of the course activities will be the planning, execution and evaluation of appropriate clinical experiences.

PHED 340 — Methods and Materials in School Health. 3 hours. Health education programs in elementary and secondary schools. Materials and problems involved in teaching health, and the promotion of a healthful environment.

PHED 352 — Tests and Measurements in Physical Education. 3 hours. The application of the principles and techniques of educational measurement to the teaching of health and physical education; study of the functions and techniques of measurement in the evaluation of student progress toward the objective of health and physical education, and in the evaluation of the effectiveness of teaching.

PHED 360 — Physiology of Exercise. 3 hours. Study of various systems of the human body when subjected to various degrees of physical work. Prerequisite: BIOL 246 and 247.

PHED 364 — Methods in Secondary Physical Education. 3 hours. This course will deal with curriculum, methods, materials, and techniques pertinent to the teaching of Physical Education in the secondary school program. Special attention will be given to the interpretation of the developmental needs of the adolescent in terms of activity. Includes a 45 hour practicum in a public school setting.

PHED 367 — Methods and Materials in Physical Education for the Elementary School. 3 hours. A study of curriculum and various methods used in teaching physical education in Grades K-6. The course includes lesson and unit planning, organizational procedures and methods used in teaching basic movement, stunts and tumbling, rhythms, and sports skills.

PHED 370 — Adaptive Physical Education. 3 hours. A course designed to acquaint the student with the principles of planning and conducting an adaptive physical education program to meet the needs of handicapped students. The public laws and their applications to the physical educator are included.

PHED 375 — Problems and Programs of Community Health. 3 hours. Community health needs, including the role of governmental agencies. Em-

phasis on the relationship between community and school health education programs.

PHED 471 — Organization and Administration of Physical Education. 3 hours. A study of the aims and objectives of physical education as related to those of general education. Principles of dealing with finance, school-home relations, scheduling, eligibility, the press, maintenance, and personnel are studied.

PHED 472 — Kinesiology. 3 hours. Study of the human body in motion. Prerequisite: BIOL 246, 247.

PHED 490, PHED 492 — Intramural Practicum. 2 to 4 hours. A course designed to give first hand experience in the organization and administration of intramurals. In-service training involving setting up activities, advertisement of the program, setting up and conducting tournaments and officiating. A student may enroll in this course twice for a maximum of four hours; two hours each experience. Prerequisite: Application to and approval of Chairman of the Department.

PHED 494, PHED 496 — Practicum in Physical Education, Athletics & Recreation. Designed to give the physical education major a first hand experience in the instruction of physical education, recreation, and coaching. This experience ordinarily will be preliminary to and will assist the student in his preparation for student teaching. A student with a non-teaching major may enroll in this course for in-service training to be set up at the YMCA. A student may enroll in this course twice for a maximum of four hours; two hours to be obtained in each of two clearly defined areas. Prerequisite: Application to, and approval of the Department Chairman.



The Lady Tigers basketball varsity won their first ever trip to NAIA Division II national tournament play in March 1992. They also won the NCCAA district tournament that season.



These four biology majors had been accepted into medical school in the spring of their senior year at Olivet.

Division of Natural Sciences

Natural Science — NSCI

Biological Sciences — BIOL

Chemistry — CHEM

Computer Science — CSIS

Engineering — ENGN

Geological Sciences — GEOL

Mathematics — MATH

Physics — PHYS

Max Reams, Division Head

The Division of Natural Sciences includes the Departments of Biological Sciences, Chemistry, Computer Science, Geological Sciences, Mathematics, and Engineering, with courses also in Physics.

The general purpose of the Division is to integrate the aims and the work of the various departments. The aim for each is not the acquisition of knowledge alone, but the developing of logical and orderly thinking habits. The objective is to acquaint the student with the scientific method as a means for arriving at the truth and to show that there is harmony between science and religion.

Further aims are given more in detail in the introduction for each department, together with requirements for majors in the various fields.

Interdisciplinary Majors in the Physical Sciences

This major is offered providing emphases in such areas as Biophysics, Geophysics, Biochemistry, Geochemistry, Chemical Physics, Mathematical Physics, and Ecology, depending upon the student's interest.

Physical Science Major, B.A. 66-81 hours:

Required:

CHEM 103, 104 — General Chemistry
PHYS 201, 202 — General Physics
MATH 147, 148 — Calculus I and II

Plus a minimum of 40-55 additional hours in science (may be part biological or math), with a minimum of 20 additional hours in one department. The curriculum would be tailor-made to fit the vocational-professional needs of the student and would be determined by a committee composed of representatives from each department involved (e.g., Biophysics — one person from Biology and one from Physics). In addition to these members who would be responsible for the details of an individual student's curriculum, the heads of the represented departments and the divisional head would be exofficio members of the committee.

Physical Science Major, B.S.: 75 to 92 hours.

Required:

CHEM 103, 104 — General Chemistry
PHYS 201, 202 — General Physics
MATH 147, 148 — Calculus I and II

Plus 3 hours of computer science and a minimum of 46-63 hours in science (may be part biological science or mathematics), with a minimum of 24 additional hours in one department.

Physical Science Teaching Major, B.A. or B.S.: 32 hours

Required:

CHEM 103, 104 — General Chemistry
PHYS 201, 202 — General Physics

Plus 14 additional hours of physical science to be approved by the department head of Chemistry, Physics, or Geological Sciences, and the chairman of the Division of Education. NSCI 102 does not apply to the major.

Plus one of these teaching minors of 24 additional hours: General Science, Biology, Chemistry, Earth and Space Science, Mathematics (20 hours, but see notes in Math and Education Departments).

Required supporting courses:

MATH 147, 148 — Calculus

Highly Recommended:

CSIS 151 — Principles of Programming

Students who desire to teach specific subjects such as Astronomy, Chemistry, Earth Science, Physics, etc., should check to see that they satisfy the minimum requirements to teach these subjects in the state where they intend to teach.

Environmental Science Major

Bachelor of Science, 53-56 hours

Core Courses: 34 hours

BIOL 125 — Biology I

126 — Biology II

370 — Ecology

CHEM 103 — General Chemistry I

104 — General Chemistry II

GEOL 105 — Physical and Historical
Geology

303 — Geomorphology and Hydrology

NSCI 150 — Seminar in

Environmental Science

350 — Topics in Environmental Science

450 — Research/Internship

In addition to the Core Courses, five of the following courses are required, with a maximum of three courses from any one department: 19-22 hours.

BIOL 320 — Genetics and Biomolecules

350 — Plant Anatomy and Morphology

351 — Plant Ecology

356 — Microbiology

360 — Invertebrate Zoology

361 — Comparative Anatomy

CHEM 301 — Quantitative Analysis

311 — Organic Chemistry I

312 — Organic Chemistry II

382 — Physical Chemistry I

392 — Physical Chemistry II

410 — Instrumental Methods of
Analysis

ENGN 230 — Statics and Dynamics

241 — Mechanics of Materials

380 — Thermodynamics

420 — Fluid Mechanics

GEOL 301 — Paleontology and Stratigraphy

355 — Petrology and Geochemistry

363 — Sedimentology and Petrology

366 — Structural Geology

Courses taken at the AuSable Institute may also count toward these additional hours.

Required Supporting courses:**MATH 147 — Calculus I**

148 — Calculus II

341 — Statistics

PHYS — one year of courses**CSIS 151 — Principles of Programming*****Recommended supporting courses*****ECON 111, 112 — Principles of Micro-**

Economics and Macro-Economics

PSCI 123 — American Government

Interdepartmental Teaching Minors

The division offers the following interdepartmental teaching minors:

General Science Teaching Minor: 24 hours

Not open to Teaching Majors in Chemistry, Physics, or Biology

Required:**BIOL 125 — Biology I**

126 — Biology II

320 — Genetics and Biomolecules

NSCI 121 — Physical Geography

And electives from Chemistry, Physics and Geological Sciences.

Physical Science Teaching Minor:

(not to include courses from the science major department) — **24 hours**

Two of the following are required:

Astronomy..... 7 hours

Chemistry..... 12 hours

Earth Science 8 hours

Physics 10 hours

Electives chosen from NSCI 121 — Physical Geography, Chemistry, Physics, Geological Sciences.

Science Technology

Associate of Arts — 2 year program The 2 year program is intended for students who are not interested in a 4 year bachelors degree at this time. It provides an excellent science and mathematics preparation for many company training programs.

In addition to the science and mathematics base, the applied courses in engineering and computer science provide the “hands on” experience desired by many students.

One of the distinct advantages that the degree program offers over many competing programs is the acceptance of credit for a bachelors degree. All of the work done during the two years may be applied to a 4 year degree at a later time.

Associate of Arts Degree in Science

Technology: 38-39 hours, plus General Education Requirements.

Science Requirement:**ENGN 107 — Engineering Graphics****PHYS 201 — General Physics I**

202 — General Physics II

MATH 147 — Calculus I

148 — Calculus II

CSIS 101 — Concepts of Computer Applications**CHEM 103 — General Chemistry**

104 — General Chemistry II

Controlled electives in science and mathematics **6-7 hours.**

Strongly recommended:**MATH 361 — Calculus III**

362 — Calculus IV

CHEM 301 — Quantitative Analysis***Other suggested electives:*****ENGN 301 — Electrical Circuits and Networks**

311 — Organic Chemistry I

312 — Organic Chemistry II

CHEM 410 — Instrumental Methods of Analysis**GEOL 353 — Mineralogy and Optical Crystallography**

Pre-Professional Programs

Pre-Medicine

A student pursuing a pre-professional program in medicine (allopathic osteopathic, podiatric, etc.) will be advised to take a number of courses in Biology, Chemistry, Mathematics and Physics. Most successful pre-medical students take either a Biology or Chemistry major, or a double major of Chemistry and Biology.

Although it is possible to gain entry into a medical school with a major from outside the sciences, it is necessary for a student to emphasize the sciences very strongly. The liberal arts foundation at Olivet is a definite asset to medical studies. Pre-medical students are normally advised by a faculty member in their major field of study.

Pre-Dentistry

A major in Biology or Chemistry should be supported by a minor in the field not chosen as a major (Biology or Chemistry). The student will be advised by a faculty member in the Biology or Chemistry Department.

Pre-Veterinarian

A major in Biology is preferred, supported by a strong minor in Chemistry. The student is advised to work into his summer schedule some courses in animal science. The student will also need some practical experience working for a veterinarian. The student will be advised by a faculty member in the Biology or Chemistry Department.

Pre-Pharmacy

Students should start by contacting the Pre-Pharmacy Adviser and by writing to school(s) of pharmacy in which they are interested. Some schools have specific recommendations and restrictions concerning which courses should be taken before applying to that school.

Normally, a Pre-Pharmacy program consists of taking the first two or three years at Olivet, concentrating on basic courses such as Chemistry, Biology, Mathematics and English; and then transferring to a school of pharmacy.

As an alternate program, a student may choose to complete a bachelor's degree at Olivet before entering the school of pharmacy. A Chemistry major supported by a strong Biology minor is recommended.

Pre-Optometry

A Biology or Chemistry major is recommended. Physics should also be included in the program at Olivet, along with mathematics.

Pre-Physician's Assistant

A Biology major with a strong Chemistry minor is recommended. A student planning to apply to this program is advised to write the schools he is interested in attending for graduate work in order to learn about specific requirements. The student will be advised by a faculty member in the Biology or Chemistry Department.

Pre-Physical Therapy

See the Physical Education Department for a description of this program.

Degree Program in Medical Technology

Requirements for the baccalaureate degree with a major in medical technology include:

1. Completion of a minimum of 98 semester hours including the general and group requirements for the degree. This is usually accomplished in three years of preprofessional studies. The junior year at Olivet is construed to be the last year in residence indicated in the general requirements.

2. Completion of 12 months of clinical training in a hospital laboratory school of medical technology accredited by the American Medical Association through the Committee on Al-

lied Health Education and Accreditation. Normally 30-32 upper division hours will be granted for the program, and it will apply on requirements for the major. The number of upper division hours accepted will depend upon the number of credit hours granted by the hospital laboratory school of medical technology.

Olivet Nazarene University has affiliations with four hospital schools of medical technology: Methodist Medical Center of Illinois, Peoria, Illinois; St. Margaret Hospital, Hammond, Indiana; St. John's Hospital, Springfield, Illinois; Edward Hines, Jr. Hospital, Hines, Illinois.

Although students are permitted to choose other schools, it is their responsibility to check with the Medical Technology Adviser to be certain that an acceptable accredited school is chosen.

Medical Technology Major: 50-51 Hours. B.A. or B.S.

Required:

BIOL 125, 126 — Biology I, II
320 — Genetics and Biomolecules
356 — Microbiology
359 — Immunology
484 — Molecular and Cell Biology
CHEM 103 — General Chemistry I
104 — General Chemistry II
301 — Quantitative Analysis
311 — Organic Chemistry I
MATH 131 — Algebra and Trigonometry
or 147 — Calculus I

To be supported by one course selected from:

BIOL 246, 247 — Human Anatomy and Physiology I, II
CHEM 312 — Organic Chemistry II
CHEM 410 — Instrumental Methods of Analysis

**Alternate Degree Program
for Medical Technology**

Instead of a baccalaureate degree with a major in medical technology, a student may choose a major in Chemistry, Biology or another related field at Olivet, and then complete a fifth year of clinical training at a hospital laboratory school. While this is a major in chemistry or biology, and not medical technology, it would

qualify the student for a career as a medical technologist. Students choosing this alternate program should check in advance with hospital laboratory schools, such as those listed above, to see what preferences or requirements each may have regarding the student's selection of the major area and courses.

AuSable Institute

Olivet Nazarene University is a Participating College with AuSable Institute, located in Northern Michigan. AuSable offers courses and programs in Environmental Stewardship for college students from Evangelical Christian Colleges.

Field courses in Biology, Chemistry, and Geology are offered emphasizing ecological awareness and knowledge. AuSable offers fellowships and grants, and provides opportunities for discussion of current environmental issues from a Christian perspective.

The following courses are offered at the AuSable Institute. Contact the ONU campus representative in the Natural Science Division for course descriptions.

BIOL 220 — Environmental Science in Stewardship Perspective
302 — Water Resources
303 — Natural Resources Practicum
305 — Ornithology
310 — Winter Biology
311 — Field Biology
312 — Insect Biology and Ecology
321 — Animal Ecology
342 — Fish Biology and Ecology
346 — Winter Stream Ecology
CHEM 332 — Environmental Chemistry
GEOL 316 — Field Geology

Natural Science — NSCI

NSCI 102 — General Physical Science. 4 hours. A broad survey course designed for the liberal art student. Major concepts from astronomy, chemistry, geology, physics and meteorology are used in a way that develops the students' understanding of man's physical environment, and at the same time indicates the special contribution of each discipline to this understanding. (Open only to students without previous physics, chemistry, or earth science courses either in high school or college.) 3 hours lecture, 3 hours laboratory.

NSCI 107 — Engineering Graphics. 3 hours. Same as ENGN 107 — Engineering Graphics.

NSCI 121 — Physical Geography. 2 hours. A study of the physical processes acting on the surface of the earth, from the perspectives of geology, meteorology, climatology, biology, pedology and oceanography with an overview of the physical regions of the United States and man's interaction with the environment.

NSCI 150 — Seminar in Environmental Science. ½ hour each semester. An introduction to concepts in the biological and physical sciences as they pertain to the environment. Particular interest will focus on current environmental issue — both problems and solutions. Emphasis on the use of factual information in decision making and problem solving. Two semesters of this course must be taken during the freshman and/or sophomore years.

NSCI 301 — Science, Technology and the Environment. 3 hours. Study of topics relating to science and technology and their impact on society and the environment. Prerequisite: a lab science course.

NSCI 350 — Topics in Environmental Science. 3 hours. An interdisciplinary approach to man's environment emphasizing chemical, physical, biological, and geological solutions for problems such as air, water, and solid waste pollution, urban development, natural resource depletion, recycling. Field trips.

NSCI 450 — Research/Internship in Environmental Science. 3 hours. A research or intern experience in the student's area of interest as related to the environment. Research will include library, laboratory and/or field work. An internship may consist of project work and professional cooperation with any number of public or private corporations, e.g., city and county planning commissions, park districts, engineering and consulting companies, state and government agencies, etc.

NSCI 477 — Teaching of Science. 3 hours. A study of the aims, the methods, and the equipment needed for classes and instructors of the natural sciences. Includes a 45-hour practicum in a public school setting.

Biological Sciences Department — BIOL

Faculty

RICHARD COLLING (1981)

Professor of Biology; Department Head
B.A., 1976, Olivet Nazarene University
Ph.D., 1980, University of Kansas

ROBERT E. HAYES (1970)

Professor of Food Science
B.S., 1950, Union College
M.S., 1969, Massachusetts Institute of Technology
Ph.D., 1955, University of Illinois

RANDAL JOHNSON (1986)

Professor of Biology
B.A., 1976, Trinity College
M.S., 1982, Idaho State University
D.A., 1983, Idaho State University

ROBERT W. WRIGHT (1969)

Professor of Biology
B.A., 1965, Los Angeles Pacific College
M.A., Ph.D., 1970, University of California

The Biology Department seeks to prepare students to teach biology in public schools, pursue graduate studies, enter medical school or related health sciences, secure research or industrial lab positions, enter biologically related industrial management and/or governmental positions, or enter agriculturally related areas.

In addition, the Biology Department curriculum provides training for students fulfilling the general education requirements of the university and for students who desire to expand their knowledge and understanding of biological principles.

Biological knowledge arranges itself naturally according to levels of organization. Each level (molecular, cellular, individual, and ecological) has its own rationale, principles, techniques, and language. It is desired that all biology students have experience with each level for the wealth of understanding which such a training brings to the person's own academic specialty.

All majors in the Department of Biological Sciences at Olivet take a sequence of courses designed to convey the body of thought and information which is essential to the under-

graduate training of biologists regardless of their ultimate specialization.

Students majoring in the Department of Biological Sciences may earn either the Bachelor of Arts or Bachelor of Science degrees.

Non-Teaching Biology majors satisfy the General Education Requirement in Group 7 — Personal Health — by virtue of courses required for this major.

For more detailed information on facilities, programs and career opportunities, contact the Admissions Office or the Head of the Biology Department.

Core Courses for All Majors in Biology:

BIOL 125 — Biology I

126 — Biology II

320 — Genetics and Biomolecules

356 — Microbiology

*361 — Comparative Anatomy

370 — Ecology

*455 — Physiology

495 — Seminar in Biology (1 hour)

**These courses may be substituted with BIOL 246, 247 — Human Anatomy and Physiology I and II, with the approval of the departmental faculty.*

Biology Major, B.A.: 36 hours.

Required:

Core courses for all Biology majors,
plus 7 additional hours of biology
selected from:

BIOL 301 — Medical Terminology

350 — Plant Anatomy and Morphology

351 — Plant Physiological Ecology and Systematics

353 — Embryology of Vertebrates

359 — Immunology

360 — Invertebrate Zoology

410 — Histology

430 — Neurobiology

440 — Advanced Genetics

459 — Medical Microbiology

484 — Molecular and Cell Biology

486 — Modern Methods in Biology

490 — Research in Biology

Required supporting courses:

CHEM 103 — General Chemistry I

104 — General Chemistry II

One course in Mathematics

Biology Teaching Major, B.A.: 36 hours.

Required:

Same courses as Biology Major, B.A., including 4 hours of upper division Botany course work and the Professional Education Sequence, including NSCI 477.

Biology Major, B.S.: 40 hours.

Required:

Core courses for all Biology majors, BIOL 484 — Molecular and Cell Biology,
Plus 7 hours selected from:

BIOL 301 — Medical Terminology

350 — Plant Anatomy and Morphology

351 — Plant Physiological Ecology and Systematics

353 — Embryology of Vertebrates

359 — Immunology

360 — Invertebrate Zoology

410 — Histology

430 — Neurobiology

440 — Advanced Genetics

459 — Medical Microbiology

486 — Modern Methods in Biology

490 — Research in Biology

To be supported by:

CHEM 103 — General Chemistry I

104 — General Chemistry II

301 — Quantitative Analysis

311 — Organic Chemistry I

MATH 147 — Calculus I

341 — Statistics

or CSIS 151 — Programming

One year of Physics

Highly recommended supporting courses:

CHEM 312 — Organic Chemistry II

MATH 148 — Calculus II

341 — Statistics

CSIS 151 — Programming

Biology Teaching Major, B.S.: 40 hours

Required:

Same Courses as Biology Major, B.S., including 4 hours of upper division Botany Course work and the Professional Education Sequence, including NSCI 477.

Biology Minor: 16 hours**Required:**

BIOL 125 — Biology I

126 — Biology II

Additional courses to be approved by the head of the department.

Biology Teaching Minor: 24 hours**Required:**

BIOL 125 — Biology I

126 — Biology II

246 — Human Anatomy and Physiology I
or 247 — Human Anatomy and Phys. II

320 — Genetics and Biomolecules

350 — Plant Anatomy and Morphology
or 351 — Plant Physiological Ecology
and Systematics

370 — Ecology

495 — Seminar in Biology (1 hour)

Required supporting courses:

CHEM 103 — General Chemistry I

104 — General Chemistry II

Pre-Physical Therapy:

Students seeking a graduate professional degree in Physical Therapy may major in biology. See the *Catalog* section for the Department of Physical Education for details.

Typical courses for all Biology majors:**Freshman Year**

Biology I, II

General Chemistry I, II

Freshman Composition I, II

Bible I

Physical Education

Introduction to Fine Arts

Mathematics

Sophomore Year

Genetics and Biomolecules

Organic Chemistry

Christian Doctrine

Introduction to Psychology

College Mathematics

Biology Courses

BIOL 101 — Introduction to Biology. 4 hours. Principles of life are introduced, for the beginning student, with emphasis on the presentation of the plant and animal kingdoms, the cell, and the cells processes. 3 lecture periods and 1 laboratory period. This course does not apply toward a Biology major.

BIOL 125 — Biology I. 4 hours. Beginning course for all Biology majors. Study of biomolecules, cell structure and function, energy, metabolism, photosynthesis, genetics, history of life, and diversity of animal life. Three hours of lecture and three hours of laboratory per week.

BIOL 126 — Biology II. 4 hours. The second course for all Biology majors. Study of plant diversity, and plant and animal anatomy, physiology, and development. Three hours of lecture and three hours of laboratory per week. Prerequisite: BIOL 125.

BIOL 164 — Human Biology. 4 hours. A non-major laboratory science course to study the human body in health and disease. Basic anatomical and physiological information concerning cells, tissues, and the ten organ systems will be studied. Relevant applications will be included. Offered in summer sessions only.

BIOL 246 — Human Anatomy and Physiology I. 4 hours. This course is the first of a two-semester overall sequence. Both courses consider the gross morphology and physiology of the human body using the organ system approach. BIOL 246 focuses upon cells, tissues, skin, skeleton, muscle, nervous and sensory systems. Lecture and laboratory. 3 lecture periods, 1 laboratory period.

BIOL 247 — Human Anatomy and Physiology II. This course is the second of a two-semester overall sequence. It considers circulatory, respiratory, digestive, excretory, endocrine and reproductive systems of the human body. 3 lecture periods, 1 laboratory period.

BIOL 301 — Medical Terminology. 2 hours. A specialized course designed to familiarize the student with the unique terminology related to specialized fields of medicine. Primarily for pre-physical therapy students. No prerequisites.

BIOL 320 — Genetics and Biomolecules. 4 hours. Basic biochemical concepts are utilized to understand the principles of heredity and variation. This course includes a study of the gene: its structure, function and chemistry, with emphasis on mutation, regulation, and transmission of hereditary traits in individuals and populations. Modern concepts of recombinant DNA, somatic hybridization, gene manipulation, and recombination are also addressed. The effects of the environment and infectious agents on genetic expression are also discussed as they relate to

genetic disorders and variation in genetic expression. 3 lecture periods, 1 laboratory period and 1 problem-solving session per week. Prerequisites: BIOL 125, BIOL 126, or consent of the instructor.

BIOL 350 — Plant Anatomy and Morphology. 4 hours. Study of the microscopic internal structure of seed plants and the reproductive and developmental strategies of representative nonvascular and vascular plants. Prerequisites: BIOL 125 and 126. 3 lecture periods and 1 laboratory period per week.

BIOL 351 — Plant Physiological Ecology and Systematics. 4 hours. Study of the physical and chemical basis of plant life and plant classification with emphasis on adaptation and distribution within the environment. Prerequisites: BIOL 125 and 126. 3 lecture periods and 1 laboratory period per week.

BIOL 353 — Embryology of the Vertebrates. 4 hours. This is a study of the ontogeny of the vertebrate. Study includes basic concepts and organogenesis. Emphasis is placed on the development of the chick. Prerequisite: BIOL 125 and 126. 3 lecture periods and 1 laboratory period per week.

BIOL 356 — Microbiology. 5 hours. An introduction to the microorganisms is presented with special emphasis on bacteria and viruses. Studies include history, morphology, classification, physiology, genetics, aseptic culturing techniques, and practical applications. Host parasite interactions in relation to disease-health equilibrium are also studied, with emphasis on microbial virulence factors and host immune and non-immune defense mechanisms. Prerequisites: BIOL 125 and 126 or equivalent, 4 hours of Chemistry. 3 lecture periods and 2 laboratory periods per week.

BIOL 359 — Immunology. 4 hours. Cellular and humoral responses to infection and disease. Mechanisms of antibody formation, structure of antibodies, and the consequences of antibody interaction with antigen. Cell-mediated immunity, histocompatibility, tumor immunology, and auto immune disease mechanisms. Prerequisites: BIOL 125, 126, and Chemistry 104. 3 lecture periods and 1 laboratory period per week.

BIOL 360 — Invertebrate Zoology. 4 hours. This is a study of the principles of zoology as they apply to the invertebrates. The study is approached from a comparative standpoint with emphasis upon the anatomy and physiology of various representative organisms. Ecological principles and microtechniques are included in the laboratory. Prerequisite: BIOL 125, 126. 3 lecture periods and 1 laboratory period per week.

BIOL 361 — Comparative Anatomy. 4 hours. Study includes anatomy, physiology, ecology, and phylogeny of vertebrates. Opportunity is given for detailed laboratory dissections. Prerequisites:

BIOL 125, 126. 3 lecture periods and 1 laboratory period per week. Additional laboratory to be arranged.

BIOL 370 — Ecology. 3 hours. The relationship between organisms and their environment at the individual, population and ecosystem levels. Various habitat characteristics, pollution and projections for the future. Several Saturday field trips. Prerequisites: BIOL 125, 126. 3 lecture periods and 1 laboratory period per week.

BIOL 410 — Histology. 4 hours. The structure, functions, and development of tissues. Laboratory study is combined with discussion of the cytological basis for understanding normal and abnormal structure in all vertebrate cells. Prerequisites: BIOL 125, 126. 2 lecture periods and 2 laboratory periods per week.

BIOL 430 — Neurobiology. 3 hours. Course covers the development of the nervous system, taking examples from vertebrates and invertebrates. Emphasis is on cellular and molecular issues, that is, how do nerve cells differentiate in response to hormones and developmental gene products? The course will also address the major classes of neurotransmitters, second-messenger mechanisms, and how these functions are monitored and regulated. Prerequisites: BIOL 246 and 247, or 455.

BIOL 440 — Advanced Genetics. 4 hours. Study of genetics on the molecular and biochemical levels, including structure, function, transmission, and regulation of the genetic material, in prokaryotes and eukaryotes. Prerequisites: BIOL 320 and Organic Chemistry. 3 lecture periods and 1 laboratory period per week.

BIOL 455 — Physiology. 4 hours. An introduction to physiological and homeostatic principles with emphasis on organ systems and the intact organisms. Prerequisites: BIOL 125, 126, CHEM 104, or consent of instructor. 3 lecture periods and 1 laboratory period per week.

BIOL 459 — Medical Microbiology. 4 hours. Lectures discuss the bacteria, fungi, and viruses that cause disease in humans. Emphasis is on the pathogenic mechanisms of the microbes and the interrelationships that exist between the host and the microbe. Laboratory sessions are involved with the isolation, culture, and identification of the microbes, and the further study and demonstration of the disease process through use of laboratory animal models and tissue cultures. Dissection of small vertebrate animals (mice) is performed in several of the bacteriology laboratories. Prerequisite: BIOL 356. 3 lecture periods and 1 laboratory period per week.

BIOL 484 — Molecular and Cell Biology. 4 hours. Ultrastructural and functional aspects of cells and tissues with special emphasis on the physical and chemical nature of specialized cellular activities. Prerequisites: BIOL 125, 126 and

320, or consent of the instructor. 3 lecture periods and 1 laboratory period per week.

BIOL 486 — Modern Methods in Biology. 3 hours. This course addresses the latest developments which are occurring in the Biomedical Sciences. Topics such as Recombinant DNA Technology, the Human Genome Project, Genetic Engineering, Somatic Cell Hybridization, Cloning, Molecular Modeling, and advances in cell culture techniques are discussed. Emphasis is placed upon practical as well as theoretical applications of these concepts. There is a significant emphasis on laboratory techniques. Students learn to perform one or more of the techniques that are discussed. Prerequisites: BIOL 125, 126 and 320.

BIOL 490 — Research in Biology. 1 to 4 hours. This course is open to advanced students with high academic achievement. Original research is to be conducted and a paper presented. Prerequisites: Permission of instructor, and at least Junior standing. Credit is not to accumulate more than 4 hours.

BIOL 495 — Seminar in Biology. ½ hour. This course is required of all majors in Biology. This seminar provides for the discussion of biological developments and topics of current interest. Credit is not to accumulate more than 2 hours.

Chemistry Department — CHEM

JOHN E. HANSON (1961)

Professor of Chemistry, Department Head

B.A., 1957, Olivet Nazarene University

Ph.D., 1964, Purdue University

Illinois Institute of Technology

University of Chicago

University of Wisconsin-Madison

DOUGLAS ARMSTRONG (1985)

Professor of Chemistry

B.S., 1963, Indiana University

Ph.D., 1968, University of Iowa

Massachusetts Institute of Technology

LARRY G. FERREN (1975)

Professor of Chemistry

B.S., 1970, Ph.D., 1974, University of

Missouri

University of Iowa

The courses in this department are offered to meet the needs of the following groups of students: (1) Those who desire to obtain a general knowledge of chemistry; (2) Those preparing to teach chemistry; (3) Those taking professional courses in which chemistry is required or recommended; (4) Those preparing

to do graduate work in chemistry or professional chemical work.

Chemistry Major: 32 hours. B.A.

Required:

CHEM 103 — General Chemistry I

104 — General Chemistry II

301 — Quantitative Analysis

311 — Organic Chemistry I

312 — Organic Chemistry II

382 — Physical Chemistry I

or 392 — Physical Chemistry II

495 — Seminar in Chemistry (1 hour)

Five additional hours of upper division Chemistry.

To be supported by:

MATH 147 — Calculus I

148 — Calculus II

One course selected from CSIS 151,

MATH 341, 351, 361.

One year of Physics

Chemistry Teaching Major: 32 hours. B.A.

Required:

Same as above, plus the Professional Education Sequence including NSCI 477 — Teaching of Science. A second teaching field is required.

Chemistry Major: 40 hours. B.S.

Required:

CHEM 103 — General Chemistry I

104 — General Chemistry II

301 — Quantitative Analysis

311 — Organic Chemistry I

312 — Organic Chemistry II

382 — Physical Chemistry I

392 — Physical Chemistry II

410 — Instrumental Methods of Analysis

373 — Biochemistry

or 404 — Advanced Inorganic Chemistry

495 — Seminar in Chemistry (1 hour)

Additional upper division chemistry to total 40 hours.

To be supported by:

PHYS 201 — General Physics I

202 — General Physics II

MATH 147 — Calculus I

148 — Calculus II

361 — Calculus III

351 — Linear Algebra

or 357 — Differential Equations
or 362 — Calculus IV
CSIS 151 — Programming I
or MATH 341 — Statistics

Chemistry Minor: 16 hours

Required:

CHEM 103 — General Chemistry I
104 — General Chemistry II
Eight additional hours of upper division
Chemistry.

Chemistry Teaching Minor: 24 hours

Required:

CHEM 103 — General Chemistry I
104 — General Chemistry II
301 — Quantitative Analysis
Twelve additional hours of upper division
Chemistry

Typical Courses for Students Majoring in Chemistry

Freshman Year

General Chemistry I and II
Calculus I and II
Bible I
Freshman Composition
Physical Education
Introduction to Fine Arts

Sophomore Year

General Physics I and II
Christian Doctrine
Calculus III
Quantitative Analysis
Introduction to Psychology
Organic Chemistry I and II

Courses

CHEM 101 — Introduction to Chemistry. 4 hours. A beginning chemistry course for students with limited backgrounds in science and mathematics. Basic treatment of chemical calculations, measurements, atomic structure, bonding, nomenclature, states of matter, gas laws, solutions, reactions, kinetics, equilibrium, acids, bases, electrolytes, and radioactivity is given. The course covers many topics but deals with them at an elementary level. Prerequisite: 2 units of high school mathematics. 3 lecture periods and 1 laboratory period.

CHEM 102 — Principles of Organic and Biological Chemistry. 4 hours. An elementary treatment of organic and biological chemistry. The major classes of organic compounds are surveyed. Proteins, lipids, carbohydrates, nucleic acids, vitamins, and hormones are studied as classes of biochemical compounds. Introductory intermediary metabolism including glycolysis, Krebs's cycle, electron transport, oxidative phosphorylation, and beta oxidation is given. Does not apply toward a major or minor in Chemistry. Prerequisite: CHEM 101 or 103. 3 lecture periods and 1 laboratory period.

CHEM 103 — General Chemistry I. 4 hours. A study of the structure and properties of matter. Atomic and molecular structure, chemical bonding, periodic law, nomenclature, stoichiometry, gas laws, states of matter, solutions, and descriptive chemistry of selected nonmetallic elements are studied. Prerequisite: high school chemistry. 3 lecture periods and 1 laboratory period.

CHEM 104 — General Chemistry II. 4 hours. Acid-base chemistry, equilibrium, kinetics, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry are treated in detail in the lecture. The laboratory work emphasizes qualitative analysis of cations, anions, and salts. Prerequisite: CHEM 103. 3 lecture periods and 1 laboratory period.

CHEM 301 — Quantitative Analysis. 4 hours. A careful study of gravimetric and volumetric analysis with special attention given to sources of error, to calibration of instruments and apparatus, and to other important details in the improvement of laboratory technique. Volumetric analyses give experience in acid-base, precipitation, complexation, and reduction-oxidation chemistry. Equilibria governing each type of volumetric analysis are studied. Problem solving skills are developed. Instrumentation is introduced as a tool for use in analytical chemistry. Required for a major in chemistry. Prerequisite: CHEM 104. 2 lecture periods and 2 laboratory periods.

CHEM 311 — Organic Chemistry I. 5 hours. The study of the compounds of carbon, including structural formulas, nomenclature, physical properties, preparations, chemical reactions, and mechanisms. Only some of the important classes of organic compounds are covered, with remaining classes covered in CHEM 312. The laboratory experience includes determination of physical and chemical properties, separation, isolation, purification, synthesis and analysis of organic compounds. Required for a major in chemistry. Prerequisites: CHEM 101 or 103 and 104. 3 lecture periods and 2 laboratory periods.

CHEM 312 — Organic Chemistry II. 5 hours. A continuation of Chemistry 311, covering the remaining important classes of organic compounds.

Required for a major in chemistry. Prerequisite: CHEM 311. 3 lecture periods and 2 laboratory periods.

CHEM 373 — Biochemistry. 5 hours. A study of the structure and properties of biologically important compounds. Properties and structure of enzymes, metabolism of carbohydrates, lipids, proteins, and nucleic acids, photosynthesis, and molecular genetics are studied. Thermodynamics and reaction kinetics are applied to biochemical systems. Laboratory emphasizes experiences with each class of biochemical compound and with techniques commonly employed in biochemical research. Prerequisite: CHEM 312 or consent of instructor. Offered in alternate years. 3 lecture periods and 2 laboratory periods.

CHEM 382 — Physical Chemistry I. 4 hours. A study of chemical thermodynamics, including first law concepts and applications to expansion work and thermochemistry, and second law concepts and applications to phase equilibrium, solutions, chemical equilibrium, and electrochemistry. Prerequisites: MATH 148, PHYS 202 and CHEM 301. Three lecture periods and one laboratory period.

CHEM 392 — Physical Chemistry II. 4 hours. A study of chemical kinetics, and atomic and molecular structure. Includes treatment of rate laws for simple and complex reactions and activated complex theory; quantum theory principles and applications to atomic and molecular structure, rotational, vibrational and electronic spectroscopy, and statistical thermodynamics. Prerequisites: MATH 148, PHYS 202, and CHEM 301. Offered in alternate years. Three lecture periods and one laboratory period.

CHEM 403 — Synthetic Inorganic Chemistry. 2 hours. A study of the preparation and properties of inorganic substances, with emphasis on developing laboratory skills. Prerequisite: 14 hours of Chemistry.

CHEM 404 — Advanced Inorganic Chemistry. 3 hours. A study of atomic structure, chemical bonding, and the chemistry of selected elements. Prerequisites: CHEM 301 and 311. Offered in alternate years. Three lecture periods.

CHEM 410 — Instrumental Methods of Analysis. 4 hours. Utilization and comparison of modern analytical instrumentation for chemical analysis. The techniques covered include: emission spectroscopy; ultraviolet, visible, infrared, and nuclear magnetic resonance absorption spectroscopy; mass spectrometry; fluorimetry; gas and liquid chromatography; and electrochemical methods of analysis (potentiometry, polarography, cyclic voltammetry, amperimetric determinations, and coulometry). Prerequisites: CHEM 301 and 311. Offered in alternate years. 2 lecture periods and 2 laboratory periods.

CHEM 490 — Topics in Chemistry. 2-3 hours. Selected topics in Chemistry to provide opportunities for study in more specialized categories. Often offered in cooperation with other ACCA colleges. Recent topics include Medicinal Chemistry, Environmental Chemistry, History of Chemistry.

CHEM 495 — Seminar in Chemistry. ½ hour. This course consists of presentations by students on library or laboratory research, as well as programs presented by chemists engaged in industrial, governmental or academic research. This course may be repeated for additional credit. Chemistry majors are required to take it 2 semesters.

Computer Science Department — CSIS

Faculty

LARRY D. VAIL (1981)

*Associate Professor of Computer Science;
Department Head*

B.A., 1978, Olivet Nazarene University
M.C.S., 1985 University of Illinois
Nova University

CATHERINE BARISS (1987)

Assistant Professor of Computer Science

B.A., 1985, Marion College
M.S., 1987, Purdue University
Illinois Institute of Technology

The Department of Computer Science offers two majors. The Computer Information Systems major is for those who wish to work with computers in business, industry and office settings. The Computer Science major is for those who wish to design, develop, or maintain computer system software. It also includes more mathematics theory than the Information Systems major.

The University's academic computer center in the west wing of the Benner Library is equipped with an AT&T 3B2/400 mini-computer running UNIX System V. There are 2 high-speed printers, 20 workstations, and 3 dial-up ports attached to this system.

Department computer facilities also include a Novell ethernet network of 20 PC's equipped with color graphics. The printing facilities of the network include a laser printer, high-speed line printer, dot-matrix printer,

and a six-color plotter. Word processing, spreadsheet capabilities and a variety of programming languages are available to all students.

Computer Information Systems Major: 33 hours. B.A. or B.S.

Required:

- CSIS 101 — Concepts of Computer Applications
151, 152 — Principles of Programming
250 — Intro. to Operating Systems
300 — Information Systems
305 — File Management Systems
310 — Structured Systems Analysis and Design
440 — Data Base Management Systems
490 — Field Experience

and two of the following:

- CSIS 360 — Machine Organization and Assembler Programming
370 — Programming Languages
425 — Data Communication and Computer Networks
430 — Computer Simulation
480 — Topics in Computer Science

Required supporting courses:

- ACCT 205, 206 — Principles of Accounting
MATH 341 — Statistics
or BSNS 241 — Business Statistics
Plus a major or minor in a related field.

Computer Science Major: 36 hours. B.A. or B.S.

Required:

- CSIS 151, 152 — Principles of Programming
210 — Discrete Mathematics
250 — Intro. to Operating Systems
360 — Machine Organization and Assembler Programming
370 — Programming Languages
380 — Theory of Computation
491 — Research Problems in Computer Science

and one of the following:

- CSIS 460 — Operating Systems
470 — Compiler Construction

and three additional of these courses:

- CSIS 354 — Numerical Analysis
425 — Data Communication and Computer Networks
430 — Computer Simulation
440 — Data Base Management Systems
460 — Operating Systems
470 — Compiler Construction
480 — Topics in Computer Science

Required supporting courses:

- MATH 147, 148 — Calculus
341 — Statistics
351 — Linear Algebra
Plus a major or minor in a related field.

Computer Information Systems Minor: 18 hours.

Required:

- CSIS 101, 151, 250, 300, 305, 310

Computer Science Minor: 18 hours.

Required:

- CSIS 151, 152, 250, 360 and an additional 6 hours of Computer Science selected from CSIS 354, 370, 380, 425, 430, 440, 460, 470, and 480.

Computer Science and Computer Information Courses

CSIS 101 — Concepts of Computer Applications. 3 hours. Emphasizes common application programs for use in problem solving with personal computers. A survey of applications will include topics such as word processing, spreadsheets, database, graphics data communication, programming, operating systems and social implications.

CSIS 150 — Introduction to MS-DOS. 1 hour. Study of the MS-DOS operating system. Detailed study of the commands of DOS. Prerequisite: some prior exposure to the use of IBM PC compatible computers. Credit for this course is not given for students taking CSIS 250 — Introduction to Operating Systems.

CSIS 151 — Principles of Programming I. 3 hours. This course lays the foundation for state-of-the-art programming. The student receives an overview of programming methodology and learns to write programs following good style and accepted practices. The PASCAL programming language will be used. This course covers simple

data types, procedures and functions, sequential files, recursion, scope, and arrays. CSIS 152 should be taken immediately following CSIS 151.

CSIS 152 — Principles of Programming II. 3 hours. This course is a continuation of CSIS 151. It covers sets, records, strings, stacks, queues, lists, searching, sorting, graphs, and data abstraction. It should be taken immediately following CSIS 151. Prerequisite: CSIS 151.

CSIS 210 — Discrete Mathematics. 3 hours. Same as MATH 210.

CSIS 250 — Introduction to Operating Systems. 3 hours. An introduction to the components of an operating system and its interrelationship between the computer hardware and application software. Emphasis will be placed on comparison and use of various operating system features. Study will include various popular operating systems including MS-DOS and UNIX. Prerequisite: CSIS 151.

CSIS 260 — C Language. 1 hour. A course to teach C Language to Pascal programmers. Prerequisite: a knowledge of Pascal and pointers. Offered in alternate years.

CSIS 300 — Information Systems. 3 hours. Study of the design, writing, testing and documentation of typical data processing programs. Report, entry edit, sequential file processing, and other data processing techniques will be included. The COBOL language will be used for programming assignments. Prerequisite: CSIS 151.

CSIS 305 — File Management Systems. 3 hours. Utilization of advanced COBOL concepts for file management. Use of sequential, random and indexed file access methods for business application systems. Prerequisite: CSIS 300 or 370 offered in alternate years.

CSIS 310 — Structured Systems Analysis and Design. 3 hours. Includes the latest techniques in structured analysis and design of business systems. Prerequisite: CSIS 151.

CSIS 354 — Numerical Analysis. Same as MATH 354.

CSIS 360 — Machine Organization and Assembler Programming. 3 hours. The fundamentals of computer organization and machine architecture are taught along with the assembler of an available computer. Prerequisite: CSIS 152.

CSIS 370 — Programming Languages. 3 hours. A comparative study of programming languages and their features. Also includes source program translation techniques using lexical analysis and parsing of context-free languages. Programming assignments will use a variety of languages. Prerequisite: CSIS 152.

CSIS 380 — Theory of Computation. 3 hours. Covers a range of data structures methods with extensive use of dynamic storage allocation. Will

include analysis and measurement of algorithms, automata, turing machines, N and NP problems. Prerequisites: CSIS 152 and 210 offered in alternate years.

CSIS 425 — Data Communication and Computer Networks. 3 hours. A study of the development of various types of hardware and software protocols used in communication networks. Consideration of the impact of data communication in relation to networking and distributed processing. Prerequisite: CSIS 152. Offered in alternate years.

CSIS 430 — Computer Simulation. 3 hours. Computer modeling and simulation of business applications. Application of continuous and discrete probabilities such as uniform, normal, Poisson and chi-square distributions. A simulation language will be used to do problems. Prerequisites: CSIS 152 or 300 and BSNS 341 or MATH 341.

CSIS 440 — Data Base Management Systems. 3 hours. A history of the development of the major types of database systems. Assignments include accessing, updating and organizing a database using a relational database system. Prerequisite: CSIS 151 or 300. Offered in alternate years.

CSIS 460 — Operating Systems. 3 hours. Consideration of the primary modules of an operating system including bootstrap, absolute and relocatable loaders, debug facilities, I/O subsystems and utilities. Study of system job flow, scheduling, resource management and allocation, system spooling and performance monitoring. Prerequisite: CSIS 360 and a knowledge of C Language. Offered in alternate years.

CSIS 470 — Compiler Construction. 3 hours. A study of compiler structure; lexical analysis, syntax analysis, grammars, description of programming languages, automatically constructed recognizers, and error recovery; semantic analysis, semantic languages, semantic processes, intermediate language, optimization techniques, and extendible compilers. Prerequisite: Knowledge of C and CSIS 360. CSIS 370 is recommended. Offered in alternate years.

CSIS 480 — Topics in Computer Science. 3 hours. Selected topics in computer science to provide opportunity for individual attention to areas of special interest such as Software Engineering, Project Development, Graphics, and Artificial Intelligence. Prerequisite: Consent of the instructor. Offered in alternate years.

CSIS 490 — Field Experience. 1 to 3 hours. Designed to allow the student to integrate principles learned in the classroom by working in a business situation. The program is under the joint planning and supervision of the business involved and the CSIS department faculty. Prerequisite: Consent of the faculty adviser monitoring the work.

CSIS 491 — Research Problems in Computer Science. 1 to 3 hours. The student will be assigned to a faculty adviser for the project. The student will choose an area of interest for the project along with the adviser. Periodic progress reports and a final report describing the project must be completed. Prerequisite: Consent of the project faculty adviser.

Engineering and Physics Department — ENGN

Faculty

MICHAEL ALLAN GINGERICH (1987)

*Associate Professor of Engineering,
Department Head*

B.S., 1985 University of Illinois at Urbana

M.S., 1987 University of Illinois at Urbana

Ph.D., 1991, University of Illinois, Urbana

ERIC A. ERICKSON (1986)

Assistant Professor of Engineering

B.A., 1985 Olivet Nazarene University

M.S., 1990, University of Illinois, Chicago

IVOR G. NEWSHAM (1972)

*Professor of Physics, Associate Academic
Dean and Director of Institutional Research.*

B.A., 1968 Northwest Nazarene College

Ph.D., 1972, Washington State University

The Department of Engineering and Physics provides a comprehensive program in the basic sciences and design methods; involving problems that cut across the traditional fields of machine design, structural design and the control of systems. The department also provides instruction in the fundamental science of physics for the science and non-science major.

The Department aims to help students:

1. Develop habits of constructive, critical thinking and effectiveness in oral and written communication.

2. Develop an understanding of the scientific method, the nature of science and its relationship to Christian life.

3. Acquire an understanding of the principles of engineering design based on fact and theoretical concepts.

4. Develop a firm understanding of modeling physical systems to predict design feasibility, design procedure, and predicting design performance.

5. Be prepared for graduate study in a wide range of engineering and non-engineering fields or professional employment as a design engineer or administrator of technical projects.

The General Engineering curriculum leads students through all of the fundamental engineering sciences (electrical engineering, mechanics, thermodynamics, fluid mechanics, etc.) and a complete sequence in design leading to a senior project in actual industry. The student enhances his knowledge by selecting a secondary field of study of particular interest. Choices of secondary fields include Business Administration, Computer Science, Geology and Chemistry.

The graduating General Engineer is prepared to handle the widest variety of engineering tasks. The General Engineer may be hired as a design engineer, an administrator, a field engineer or a computer programmer. The General Engineer also has enough flexibility to enter graduate programs in any of the classical engineering fields (Electrical, Mechanical, Civil) or non-engineering programs such as Masters in Business Administration or Computer Science.

Students wishing to study specific fields of engineering not offered by the General Engineering program may want to transfer after 2 or 3 three years of study at Olivet Nazarene University. These students will enter the pre-engineering program. The pre-engineering program is similar to the course-work required during the first 2 to 3 years of most engineering curriculums. Students benefit by the opportunities for Christian growth and fellowship at Olivet as well as the unique learning environment.

General Engineering Major: 44 hours. B.S.

Required:

ENGN 100 — Engineering Seminar

107 — Engineering Graphics

230 — Statics and Dynamics

241 — Mechanics of Materials

301 — Electrical Circuits and Networks

303 — Digital and Analog Circuits

325 — Structural Analysis and Design
Specifications

326 — Advanced Mechanics of Materials

- 335 — Technical Communication and Experimental Design
- 370 — Dynamic Systems (Control Theory)
- 380 — Thermodynamics
- 412 — Introduction to Machine Synthesis and Component Design
- 420 — Fluid Mechanics
- 490 — Project Design
- 491 — Senior Seminar

Required supporting courses:

- PHYS 201,202 — General Physics
- CHEM 103 — General Chemistry
- 114 — Chemistry for Physical Sciences
- MATH 147,148 — Calculus I and II
- CSIS 151 — Principles of Programming
- MATH 361 — Calculus III
- 357 — Differential Equations

Twelve additional hours in an approved secondary field:

Business (Marketing, Administration or Economics), Geology, Biology, Computer Science (Modeling, Data Processing or Systems Research), Chemistry, Pre-Medicine or Pre-Law. Or, students may develop a special secondary field.

Pre-Engineering Program:

For students wanting 2 or 3 years of instruction at Olivet before transferring to another college or university.

- ENGN 100 — Engineering Seminar
- 107 — Engineering Graphics
- 230 — Statics and Dynamics
- 241 — Mechanics of Materials

To be supported by:

- PHYS 201, 202 — General Physics I and II
- CHEM 103 — General Chemistry
- 104 — General Chemistry II
- CSIS 151 — Principles of Programming
- MATH 147,148 — Calculus I and II
- 361 — Calculus III
- 357 — Differential Equations

Physics Minor: 17 hours

Required:

- PHYS 201, 202 — General Physics I, II
- 230 — Statistic and Dynamics

Choose one of these:

- PHYS 301 — Electrical Circuits
- 380 — Thermodynamics
- 420 — Fluid Mechanics

To be supported by:

- MATH 147, 148 — Calculus I, II

Physics Teaching Minor: 27 hours.

Required:

- PHYS 201, 202 — General Physics I, II
- 230 — Statics and Dynamics
- 301 — Electrical Circuits
- 303 — Digital and Analog Circuits
- 380 — Thermodynamics
- 420 — Fluid Mechanics

To be supported by:

- MATH 147, 148 — Calculus I, II

Engineering Courses — ENGN

ENGN 100 — Engineering Seminar. ½ hour. Engineering lecture for freshmen; selected topics each week.

ENGN 107 — Engineering Graphics. 3 hours. Use of instruments; geometric construction; lettering; orthographic projection; sketching; isometric and oblique projections; inking, tracing and blueprinting; dimensioning; sectioning. Lecture and laboratory.

ENGN 230 — Statics and Dynamics. 4 hours. Analysis of force systems; equilibrium of two and three dimensional systems; trusses, frames, friction; and introduces the principle of virtual work. Introduces the elements of vector calculus as applied to mechanics; treats the kinematics of three-dimensional motion of a particle and of a rigid body; considers motion relative to translating and rotating reference frames; and treats the kinetics of particles and rigid bodies by using principles involving force, mass and acceleration, work and energy, and impulse and momentum.

ENGN 241 — Mechanics of Materials. 3 hours. Relationship between the internal stresses and deformations produced by external forces acting on deformable bodies, primarily elastic. Normal and shear stresses and deformations produced by tensile, compressive, torsional and bending loading of members; state of stress and failure; deflection of beams; elastic strain energy and impact loading; stability and buckling of columns. Prerequisite: ENGN 230.

ENGN 301 — Electrical Circuits and Networks. 3 hours. This course emphasizes an analysis of general networks and an introduction to signals and systems. Included are studies of simultaneous linear differential equations, Laplace transformations, network theorems, functions, and two port parameters. Three lecture periods per week. Prerequisites: PHYS 202 and MATH 357 or MATH 351.

ENGN 303 — Digital and Analog Circuits. 3 hours. A study of digital circuits and analog circuits. The study of digital circuits includes: design of digital circuits with digital integrated circuit components, binary arithmetic, logic gates, and Boolean functions and their minimization. The study of analog circuits includes: semiconductor devices and their terminal characteristics, models, biasing, amplifiers, switching, and other circuit applications. Two lecture periods and two hours of lab per week. Prerequisite: ENGN 301.

ENGN 325 — Structural Analysis and Design Specifications. 3 hours. Fundamental concepts in the classical and computer based design of structures. Analysis of determinate and indeterminate structures, maximum stresses and deflections. Applies principles of steel construction, including material failure, fatigue, buckling, connections, reliability, and design specifications. Prerequisite: ENGN 241.

ENGN 326 — Advanced Mechanics of Materials. 3 hours. Study of Stress/Strain conditions and the application of elastic and plastic theory to design criteria. Study of the behavior of several engineering materials. Introduction to finite element analysis. Prerequisite: ENGN 241.

ENGN 335 — Technical Communication and Experimental Design. 3 hours. Study of the fundamental principles of technical communication in science and engineering, including preparation of technical reports and compositions, and preparation and delivery of oral presentations. Emphasis is placed upon proper design of the experimental technique as well as use of statistics to provide validity of the communication. Prerequisite: Two laboratory science courses.

ENGN 370 — Dynamic Systems (Control Theory). 4 hours. Introduction to the operational techniques used in describing the behavior of dynamic systems; elements of modeling; equilibrium and linearization; Laplace transformation techniques; system response via the transfer function; block diagrams and computer simulation; matrix operations; system response via state variables; and stability. Lectures and weekly lab. Prerequisite: MATH 357.

ENGN 380 — Thermodynamics. 4 hours. Introduction to classical thermodynamics through the second law; system and control volume analyses of thermodynamic processes; irreversibility and

availability; relations among thermodynamic properties; and discussion and microscopic aspects. Lectures and weekly lab. Prerequisites: PHYS 202 and MATH 361.

ENGN 412 — Introduction to Machine Synthesis and Component Design. 3 hours. Study of the kinematics and kinetics of machines and machine components. Introduction to design specification and procedures for machine components, including linkages, gears, cams, bearings, clutches, shafts, and brakes. Prerequisite: ENGN 241.

ENGN 420 — Fluid Mechanics. 4 hours. Lectures and weekly laboratory sessions on fluid properties; fluid statics, continuity, momentum, and energy principles; ideal and real fluid flow; similitude; laminar and turbulent boundary layers; closed conduit flow, open channel flow, and compressible flow; turbomachinery. Prerequisite: ENGN 230.

ENGN 490 — Project Design. 3 hours. Design of various engineering devices and systems. Teams of two to four students work toward the development of engineering solutions to problems supplied by industry. A midterm and final report summarize the work of the semester for sponsor and faculty.

ENGN 491 — Senior Seminar. ½ hour. Series of lectures and discussions by department faculty and visiting professional engineers on ethics, professional registration, the role of technical societies, and the relation of engineering to such disciplines as economics, sociology, and government.

Physics Courses — PHYS

PHYS 121 — College Physics I. 4 hours. Mechanics, Sound, Fluids, Thermodynamics. A non-calculus course for Life Scientists and General Education. Emphasis is on Life Science applications. 3 lecture periods and 2 laboratory hours per week. Prerequisite: MATH 131 - Algebra and Trigonometry or its equivalent.

PHYS 122 — College Physics II. 4 hours. Continuation of Physics 121. Electricity, Magnetism, Optics, Atomic and Nuclear Physics. Prerequisite: PHYS 121.

PHYS 201 — General Physics I. 5 hours. Mechanics, Fluids, Waves, Sound Thermodynamics. A calculus based course for physical scientists and engineers. 3 lecture periods and 4 laboratory hours per week. Corequisite: MATH 147 (Calculus I) or equivalent.

PHYS 202 — General Physics II. 5 hours. A Continuation of Physics 201. Optics, electricity, magnetism, atomic physics, modern physics. Prerequisite: PHYS 201.

PHYS 230 — Statics and Dynamics. 4 hours. Same as ENGN 230.

PHYS 301 — Electrical Circuits and Networks. 3 hours. Same as ENGN 301.

PHYS 303 — Digital and Analog Circuits. 3 hours. Same as ENGN 303.

PHYS 380 — Thermodynamics. 4 hours. Same as ENGN 380.

PHYS 420 — Fluid Mechanics. 4 hours. Same as ENGN 420.

Geological Sciences Department — GEOL

Faculty

MAX W. REAMS (1967)

*Professor of Geology; Natural Sciences
Division Head, Geological Sciences
Department Head*

B.A., B.S., 1961, M.S., 1963, University of Kansas

Ph.D., 1968, Washington University
(St. Louis)

ALFRED J. FLEMING (1981)

Professor of Geological Sciences

B.A., 1975, Olivet Nazarene University
M.S., 1978, University of Wisconsin
(Milwaukee)

Ph.D., 1987, Northern Illinois University
Graduate study, University of Kansas

Career opportunities are very good in the Geological Sciences.

Crises in energy, water and mineral resources, as well as increased environmental concerns, place earth scientists in high demand.

Olivet graduates in the Geological Sciences are employed in consulting, environmental and engineering companies; government agencies, petroleum and mineral industries, service industries, and as educators. A majority of Olivet's graduates in Geological Sciences go on to graduate schools, almost all with graduate assistantships.

Olivet's program is a balance of theory, lab skills and techniques, field work and research. Departmental resources include a rock lab; collections of rocks, minerals and fossils; map and library holdings; equipment including micro-

scopes, exploration seismograph, electrical resistivity apparatus, x-ray powder diffractometer, 12-inch reflecting telescope, solar telescope, planetarium, microcomputers, etc.

The Department also provides preparation for students fulfilling General Education Requirements, majors in the Interdisciplinary Programs, and for those who want to expand their awareness of their physical environment.

For detailed outlines of the Geological Science programs, write or phone the Chairman of the Department.

Geological Sciences Major, B.S.:

Required Core: 32 hours

**GEOL 105 — Physical and Historical
Geology**

301 — Paleontology and Stratigraphy

303 — Geomorphology and Hydrology

353 — Mineralogy and Optical
Crystallography

355 — Petrology and Geochemistry

363 — Sedimentology and Sedimentary
Petrology

366 — Structural Geology and Field
Methods

390 — Seminar

388 — Geophysics

or 492 — Research

Concentration A: Geobiology

18 hours of approved* Biology

Concentration B: Geochemistry

3 hours of approved* upper division
Mathematics

CHEM 301 — Quantitative Analysis

382 — Physical Chemistry I

8 hours of approved* upper division
Chemistry

Concentration C: Geology

3 hours of approved* Geological Science,
16 hours of Biology, Computer Science,
Engineering, upper division Chemistry,
or upper division Mathematics.

Concentration D: Geomathematics/Computer Science

3 hours approved* upper division
Mathematics

3 hours approved* Computer Science
6 hours approved* Computer Science and/or
upper division Mathematics

Concentration E: Geoengineering

ENGN 230 — Statics and Dynamics

241 — Mechanics of Materials

420 — Fluid Mechanics

MATH 361 — Calculus III

351 — Linear Algebra

or 357 — Differential Equations

*Approved by Department Head

Required supporting courses:

Math 147 — Calculus I

148 — Calculus II

341 — Statistics

CSIS 151 — Programming

CHEM 103 — General Chemistry I

104 — General Chemistry II

PHYS 201 — General Physics I

202 — General Physics II

Teaching Major: See Interdisciplinary
Major in the Physical Sciences

Geological Science Minor: 16 hours

Required:

Courses approved by the Department Head
in accordance with student's needs.

**Earth and Space Science Teaching Minor:
24 hours**

Recommended:

GEOL 105 — Physical and Historical
Geology

130 — Astronomy

351 — Planetarium Operations

**Typical Courses for a Student Majoring in
Geological Sciences**

Freshman Year

Physical and Historical Geology

General Chemistry

Calculus

Bible I

Freshman Composition

Physical Education

Sophomore Year

Structural Geology and Field Methods

Geomorphology and Hydrology

General Physics

Social Science/Fine Arts

Christian Doctrine

Courses

GEOL 105 — Physical and Historical Geology. 4 hours. The earth's surface and interior and the processes which form them. Origin of the earth and its changing patterns of continents, oceans and life. Laboratory uses minerals, rocks, fossils, topographic and geologic maps, and aerial photographs to interpret changes in the earth and its life through time. Short field trips. 3 lecture periods and 1 laboratory period.

GEOL 120 — Oceanography. 3 hours. The form, structure and history of ocean basins; movements, composition and origin of the sea; origin and distribution of sediments and life in the oceans; oceanographic methods. No prerequisite. 3 lecture periods. Offered in alternate years.

GEOL 130 — Astronomy. 4 hours. An introduction to the structure and origin of the universe. Includes the study of the solar system, stars, galaxies, black holes, quasars, etc. Laboratory introduces the student to various techniques used in astronomical studies. The planetarium and observatory are utilized. 3 lecture periods and 1 laboratory period.

GEOL 301 — Paleontology and Stratigraphy. 4 hours. The fossil record of life on earth. History, taxonomy, patterns of development and ancient communities. Layered rock sequences and their historical interpretation. Laboratory emphasizes fossil identification, environmental interpretation, correlation and classification of sections, well-logging and subsurface methods. Fields trips. Prerequisite: GEOL 105 or BIOL 120 or 121. 3 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 303 — Geomorphology and Hydrology. 4 hours. The study of surficial processes and the landforms they produce. Analysis of the hydrologic cycle, emphasizing groundwater flow and its interrelationships with surface water. Laboratory involves analysis of landforms using maps, aerial photographs and satellite imagery; measurements of geomorphic processes; aquifers and surface flow will be analyzed using well data, resistivity equipment, current meter, etc. 4 day field trip. Prerequisite: GEOL 105. 3 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 312 — Geology of Illinois. 3 hours. A study of the landscape, structure, mineral and water resources, environmental problems and hazards,

rocks, minerals, fossils and geologic history of Illinois. Short field trips. No prerequisites. Offered in alternate years.

GEOL 351 — Planetarium Operations. 2 hours. A "hands-on" experience in planetarium operations. Includes application of astronomical concepts, program development, planetarium techniques, and the use of other astronomical tools. The planetarium will be used extensively, as well as the observatory. Prerequisite: GEOL 130.

GEOL 353 — Mineralogy and Optical Crystallography. 4 hours. The earth's minerals, their origin, crystal structures, crystal optics, physical and chemical properties, and economic significance. Laboratory uses crystal models, stereographic projections, goniometers, X-ray single crystal and powder diffraction cameras, and physical and chemical methods to identify minerals, with special emphasis on the petrographic microscope, studying mineral grains and thin sections. Prerequisite: CHEM 104 or PHYS 202; and MATH 131 or equivalent. 2 lecture periods and 2 laboratory periods. Offered in alternate years.

GEOL 355 — Petrology and Geochemistry. 4 hours. The chemical, mineralogical and textural properties of igneous and metamorphic rocks; their field occurrences and relationships to tectonic processes; their origin and diversity in terms of chemical equilibria. Problem-solving emphasizes quantitative geochemistry of igneous, metamorphic and sedimentary processes. Laboratory emphasizes description, classification and interpretation of hand specimens and thin sections, with supplementary X-ray powder diffractometry data. 4 day field trip. Prerequisite: GEOL 353. 2 lecture periods and 2 laboratory periods. Offered in alternate years.

GEOL 363 — Sedimentology and Sedimentary Petrology. 4 hours. The composition, textures and structures of sedimentary rocks; processes which form these features; facies relationships, basin analysis and tectonic frameworks. Laboratory includes sieve analysis, study of thin sections, use of the X-ray diffractometer and study of sedimentary features. 4 day field trip. Prerequisite: GEOL 105. 3 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 366 — Structural Geology and Field Methods. 4 hours. The nature and origin of the earth's deformed rocks considered at scales ranging from atomic to global. Plate tectonics and regional geology, especially of North America. The structure and origin of the earth's deep interior. Laboratory emphasizes solving structural problems, interpreting geologic history, geologic mapping using aerial photographs, etc., and field mapping of igneous and sedimentary rocks involving instruments, drafting techniques, and writing geologic reports. 4 day field trip. Prerequisite: GEOL 105. Trigonometry is recommended. 3 lecture periods and 1 laboratory or field period. Offered in alternate years.

GEOL 388 — Geophysics. 3 hours. An introduction to the physics used to interpret the interior of the earth. Emphasis is on principles, methods and tools used in the areas of seismology, gravity, magnetism, heat flow and electrical properties as they relate to the geophysical character of the earth. Co-Requisites: PHYS 202 and MATH 148. 2 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 390 — Seminar. 1 hour. Special topics of current interest in the geological sciences. Prerequisite: 7 hours of Geological Sciences. Offered in alternate years.

GEOL 492 — Research. 1-3 hours. Detailed study of an area of the student's interest, involving library, laboratory and/or field work. Paper required. Prerequisite: Senior standing and 15 hours of Geological Sciences.

Mathematics Department - MATH

Faculty

DAVID T. ATKINSON (1970)

Professor of Mathematics; Department Head
B.S., 1964, Eastern Nazarene College
M.A., 1967, Boston University
Ph.D., 1975, University of Illinois

STEPHEN BROWN (1991)

Assistant Professor of Mathematics
B.S., 1968, Penn State University
M.A., 1969, Colgate University
Ed.D., 1986, Syracuse University

DALE K. HATHAWAY (1989)

Assistant Professor of Mathematics
B.A., 1983, Eastern Nazarene College
M.A., 1986, Boston University
Ph.D., 1989, Boston University

The Department of Mathematics offers majors leading to either the B.A. or B.S. degrees, either for teaching or other fields. Both teaching and non-teaching minors are also offered.

Many of Olivet's mathematics graduates are now mathematics teachers in junior or senior high schools. Graduate teaching fellowships are readily available at major universities for superior students to pursue graduate studies in mathematics.

Several recent graduates have begun careers in actuarial science, the top-rated occupation in **Jobs Rated Almanac**. Actuaries work in the insurance and financial planning fields. Besides actuarial work, a variety of other positions in applied mathematics is available for the well prepared student.

Core Requirements for all Mathematics Majors:

All departmental work applied to a major must be in courses numbered 147 and above, including:

MATH 147 — Calculus I
148 — Calculus II
210 — Discrete Mathematics
341 — Statistics
351 — Linear Algebra
361 — Calculus III
430 — Abstract Algebra

To be Supported by:

6 hours of Computer Science

Mathematics Major: 33 Hours. B.A.

Mathematics

Additional requirements:

9 hours of upper division Mathematics

To be supported by a minor of at least 16 hours or a second major.

Mathematics Teaching

Additional requirements:

MATH 355 — Modern College Geometry
473 — Foundations of Mathematics
3 hours of upper division Mathematics

Completion of the professional education sequence including MATH 474 — Teaching of Mathematics, and a second teaching field or special emphasis.

Mathematics Major:

Mathematics: 42 Hours. B.S.

The Mathematics Core courses plus:
MATH 354 — Numerical Analysis
362 — Calculus IV
410 — Introduction to Real Analysis
9 additional hours of upper division Mathematics.

To be supported by 15 hours in one or two areas which emphasize the use of Mathematics. At least 9 hours must be upper division and must be approved by the department chairman. This is in addition to the 6 hours of Computer Science required in the departmental core.

Mathematics Teaching: 39 Hours. B.S.

The Mathematics Core plus:
MATH 355 — Modern College Geometry
373 — Foundations of Mathematics
9 additional hours of upper division Mathematics.

Completion of the professional education sequence including MATH 474 and a second teaching field or special emphasis.

Mathematics Minor: 20 Hours

All departmental work applied to a minor must be in courses numbered 147 and above, including:

MATH 147 — Calculus I
148 — Calculus II
351 — Linear Algebra

Mathematics:

9 additional hours above MATH 148.

Mathematics Teaching:*

MATH 474 — Teaching of Mathematics
6 additional hours above MATH 148.

*In Illinois, 25 hours of Mathematics, including the methods course MATH 474, are required.

Typical Courses for Students Majoring in Mathematics

Freshman Year

Calculus I and II
Pascal Programming I, II
Freshman Composition
Bible I
Sociology or Psychology
Physical Education

Sophomore Year

Calculus III and IV
Linear Algebra
Differential Equations
Computer Science Elective
Introduction to Fine Arts
General Physics I and II

Mathematics Courses

MATH 101 — Mathematics for General Education. 3 hours. An introduction to basic mathematics and the calculator. Students are required to have a scientific calculator with an algebraic operating system and are taught basic algebraic notation via the calculator. Applications include the Pythagorean theorem, scientific notation, summation notation, basic statistical measures, arithmetic and geometric sequences, financial and loan problems, and the graphing of equations. Elementary applications of logarithms, exponential functions, and trigonometric functions are also considered.

MATH 105 — Intermediate Algebra. 3 hours. The study of polynomials; factoring; simplifying of fractional, exponential and radical expressions; linear and quadratic equations; word problems; functions and their graphs; and systems of equations. Prerequisite: An Enhanced ACT Math score of 19 or above, or MATH 101.

MATH 111 — Mathematics for Elementary Teachers I. 3 hours. Set notation and operations, number systems and other bases. Special attention is given to whole numbers, integers, rational numbers, and real numbers. Properties of the fundamental operations of arithmetic are studied. Prerequisite: An Enhanced ACT Math score of 19 or above, or MATH 101.

MATH 112 — Mathematics for Elementary Teachers II. 3 hours. A continuation of Math. 111. Topics studied will include geometry (shapes, congruence, relationships, constructions, Pythagorean theorem, symmetries, etc.), measurement (linear, area, volume, angles), elementary probability and statistics. Prerequisites: MATH 111 or consent of the instructor.

MATH 117 — Finite Mathematics with Business Applications. 3 hours. An introduction to finite mathematics with applications in business and management areas. Constructing and using linear models; matrices; solving linear systems of equations; linear programming; mathematics of finance; probability. Prerequisite: an Enhanced ACT Mathematics score of 19 or above, or MATH 101.

MATH 131 — Algebra and Trigonometry. 4 hours. Binomial expansion, inequalities, induction proofs, complex numbers, function notation, logarithms, and basic combinatorics; trigonometric functions, graphs, identities and equations; laws of sines and cosines, DeMoivre's Theorem. Prerequisite: An ACT Math score of 22 or above, or MATH 105.

MATH 132 — Trigonometry. 2 hours. Trigonometric functions, graphs, identities, solving trigonometric

equations, laws of sines and cosines, and DeMoivre's theorem. Prerequisite: 3 ½ years of high school mathematics or a course in college algebra. MATH 131 and 132 cannot both be taken for credit. MATH 132 is the last half of course 131.

MATH 147 — Calculus I. 4 hours. An introduction to the calculus of one variable with associated analytic geometry. A review of selected topics from algebra; limits; continuity; derivatives and applications; indefinite integration with applications; the definite integral and the fundamental theorem of calculus. Prerequisites: 4 years of high school mathematics and an Enhanced ACT Math score of 26 or above or MATH 131, or consent of the instructor.

MATH 148 — Calculus II. 4 hours. A continuation of MATH 147. Applications of the definite integral; elementary transcendental functions, including their derivatives and integrals; techniques of integration; polar coordinates; hyperbolic functions; conics; L'Hopital's rule; improper integrals; and Taylor's formula. Prerequisite: MATH 147 or consent of the instructor.

MATH 210 — Discrete Mathematics. 3 hours. An introduction to discrete mathematics including sets, functions, algorithms, mathematical induction, combinatorics, recurrence relations, graph theory, trees, networks. Prerequisite: MATH 147.

MATH 341 — Statistics. 4 hours. An introductory course in statistics with applications from a variety of disciplines including education, psychology and sociology. Topics include descriptive statistics, probability, expected value, sampling distributions, estimation, hypotheses testing of means and proportions (one and two sample cases), regression, correlation, chi-square, nonparametric statistics, and an introduction to analysis of variance and latin square designs. Students taking this course for mathematics credit will be assigned additional work, particularly in probability. Prerequisite: The general education requirement in mathematics must be completed before taking statistics.

MATH 351 — Linear Algebra. 3 hours. This course covers the fundamentals of linear algebra, including systems of linear equations, matrices, determinants, vectors and vector spaces (linear independence, basis, dimension, inner product spaces, orthonormal bases), linear transformations, eigenvalues and eigenvectors. Prerequisite: MATH 148.

MATH 354 — Numerical Analysis. 3 hours. The field of numerical analysis deals with mathematical theory which leads to algorithms for solving various types of applied problems. The algorithms are generally highly computational and require a calculator and/or a computer for their execution. Topics include partial summing of infinite series,

solution of non-linear equations, systems of non-linear and linear equations, numerical integration and differentiation, linear and multiple regression, and the numerical solution of differential equations. Prerequisites: MATH 351, 361 and 6 hours of CSIS.

MATH 355 — Modern College Geometry. 3 hours. A study of Euclidean Geometry with Hilbert's axioms and projective geometry including duality, harmonic sequences, transformations, and analytic projective geometry. Corequisite: MATH 351.

MATH 357 — Differential Equations. 3 hours. An introduction to differential equations with an emphasis on solving differential equations. Topics include first order equations, linear differential equations, inverse differential operators, the LaPlace transform, nonlinear equations, and power series solutions. Prerequisite: MATH 361.

MATH 361 — Calculus III (Multivariate Calculus). 3 hours. A study of the calculus of real-valued functions of several variables. Partial derivatives, multiple integrals, and infinite series. Prerequisite: MATH 148.

MATH 362 — Calculus IV (Vector Analysis). 3 hours. The calculus of vector functions, line and surface integrals, theorems of Green, Gauss, and Stokes. An introduction to Fourier series. Prerequisite: MATH 361.

MATH 382 — Probability and Mathematical Statistics. 3 hours. Continuous probability spaces, density and distribution functions, random variables, expectations, variance, independence, conditional distributions, random sampling, law of large numbers, estimation of parameters, central limit theorem, hypothesis testing, moment generating functions regression. Prerequisites: MATH 341 and 361.

MATH 410 — Introduction to Real Analysis. 3 hours. A careful study of the properties of the real number system. Topics include order properties, completeness, limits, sequences, continuity, uniform continuity, theory of derivatives and the Rie-

mann integral. Prerequisite: MATH 361. Offered in alternate years.

MATH 420 — Introduction to Complex Analysis. 3 hours. Topics include complex numbers, analytic functions, complex series, complex integration, Cauchy's integral formula, Laurant series and residues, and conformal mapping. Prerequisite: MATH 362. Offered in alternate years.

MATH 430 — Abstract Algebra. 3 hours. A study of the fundamental structures of algebra, including groups, rings, integral domains, fields, isomorphisms, homomorphisms, and quotient structures. Corequisite: MATH 351. Offered in alternate years.

MATH 473 — Foundations of Mathematics. 3 hours. A consideration of the origin, history, literature and nature of mathematics. Possible topics include Euclid's Elements, development of non-Euclidean geometry, Hilbert's postulates for geometry, algebraic structure, the modern mathematical method, number systems, sets, logic and philosophy. Prerequisite: MATH 351.

MATH 474 — The Teaching of Mathematics. 3 hours. A consideration of the problems, materials and methods involved in contemporary mathematics teaching. Implications of current developments and trends in mathematics for the teacher. Prerequisite: MATH 473. (Applies only on a teaching major or a teaching minor.) Includes a 40-hour practicum in a public school setting.

MATH 491 — Topics in Mathematics. Selected topics in mathematics to provide opportunity for individual attention to areas of special interest. Prerequisite: Consent of the instructor. Hours to be arranged.

MATH 561 — Statistics. 4 hours. This course is the same as EDUC 341 and MATH 341. In addition to the computational problems assigned, graduate students will do some readings from educational journals. Some additional problems, particularly in probability, will be assigned to those taking the course for mathematics credit.



Kelley Prayer Chapel near the north entrance to the campus is a place for devotional meetings, individual prayer and meditation.

Division of Religion

Biblical Literature — BLIT

Christian Education — CHED

Theology — THEO

Philosophy — PHIL

David Whitelaw, Division Head

The Division of Religion includes the Departments of Biblical Literature, Christian Education and Theology and courses in Practices and Philosophy.

Practical as well as theoretical in scope, this division has certain immediate objectives which relate the specific aims of its departments to the general objectives of the University. Among these are the following:

- (1) To acquaint the student with the religious, cultural and scriptural heritage of the Christian faith that should lead to self-realization through a full commitment to Christ;
- (2) To help the student, through the various methods of thought, to arrive at a world view in harmony with both reason and revelation;
- (3) To help the student grow in demonstrating responsible relationships with others (for example, through evangelism and in the application of Christian principles to the socio-economic, political and cultural problems of our day);
- (4) To prepare lay and ministerial students for a life of Christian service in the church and community; and
- (5) To prepare students for further graduate studies in their chosen fields.

Faculty

DAVID WHITELAW (1988)

*Associate Professor of Theology; Religion
Division Head, Theology Department Head*
B.Sc., 1957, University of the Witwatersand,
Johannesburg
Dipl. Theol., 1962, Nazarene Theological
College, Florida, Transvaal, R.S.A.
B.A., 1974, University of South Africa
(Pretoria)
M.Th., 1979, D.Th., 1985, University of
South Africa

JOHN C. BOWLING (1991)

*President of the University; Professor of
Theology*
B.A., 1971, Olivet Nazarene University
M.A., 1972, Olivet Nazarene University
M.R.E., 1973, Southwestern Baptist
Theological Seminary
Ed.D., 1978, Southwestern Baptist
Theological Seminary
D.Min., 1988, Southern Methodist University
Post-Doctoral Study, 1990, Harvard University

ROBERT BRANSON (1992)

Professor of Biblical Literature
B.A., 1963, Southern Nazarene University
B.D., 1966, Nazarene Theological Seminary,
Th.M., 1969, Midwestern Baptist
Theological Seminary
Ph.D., 1976, Boston University

C. WILLIAM ELLWANGER (1977)

Professor of Theology
Th.B., 1945, Olivet Nazarene University
B.D., 1948, Nazarene Theological Seminary
D.Miss., 1988, Trinity Evangelical Divinity
School

KENNETH HENDRICK (1974)

Professor of Biblical Literature
B.A., 1959, Olivet Nazarene University
M. Div., 1962, Nazarene Theological
Seminary
Th.M., 1969; D.Min., 1975, Midwestern
Baptist Seminary

J. OTTIS SAYES (1956)

Professor of Christian Education
Th.B., 1944, Southern Nazarene
University
B.D., 1947, Nazarene Theological
Seminary
M.R.E., 1951, D.R.E., 1955, Southwestern
Baptist Theological Seminary

ROBERT D. SMITH (1982)

Professor of Theology
B.A., 1974; M.A., 1975, Southern Nazarene
University
M.Div., 1977, Nazarene Theological
Seminary
Ph.D., 1981, Baylor University

Typical Program for Students Majoring in the Division of Religion

Freshman Year

Fundamentals of Christian Ministry
Bible I
Introduction to Philosophy
Freshman Composition
Christian Education
Physical Education

Sophomore Year

Christian Doctrine
Fundamentals of Speech
Introduction to Fine Arts
Elementary Greek
History or Sociology
Biblical Hermeneutics

Course of Study for Ministers

Degree candidates are advised that the *Manual, Church of the Nazarene*, states the following minimum requirements for graduation from the Course of Study of ministers:

Biblical Literature — 12 hours

Theology — 12 hours, including one semester
of Doctrine of Holiness

Homiletics, Practices, and Religious Education
— 12 hours, including some credit in each
of these fields

Church History — 8 hours, including one
course in the History and Polity of the
Church of the Nazarene with emphasis on
the Manual.

Evangelism and Missions — 4 hours English,
Literature and Speech, 12 hours

Philosophy and Psychology — 8 hours,
including some credit in each.

History and Social Science — 8 hours.

This includes all History courses other than
Church History. Social Science includes
Sociology, Economics and Political Science.

Science — 4 hours. This would include any
physical or natural science such as Biology,
Chemistry, Physics, etc.

Total of 80 semester hours

Biblical Literature Department — BLIT

The aims of this Department are: (a) to lead students into an intelligent appreciation of the Bible as the foundation of our Christian faith and as an important factor in our civilization; (b) to give students a basic understanding of the organization and content of our English Bible, and to acquaint them with the principal persons and events involved in Biblical history; (c) to train students in a sound interpretation of the Bible, and to help them to make practical applications to Christian doctrine, experience, and life; and (d) to acquaint students, especially those who are preparing for the ministry, with the origin and literary history of the Bible and with some of the more important problems of Bible study.

Biblical Literature Major: 28 hours. B.A.

Required: 28 hours upper division Biblical Literature, including 9 hours of New Testament Greek exegesis, and at least 9 hours in the Old Testament.

To be supported by: Systematic Theology 353, 354; Philosophy, 8 hours; Literature, 6 hours; History, 6 hours. One supporting course must deal with the ancient and medieval period.

At least two elective courses from: Christian Education, Church History 351, 352; Church Administration 452, Homiletics 455, Theology 462 — Evangelical Perfection, History and Polity of the Church of the Nazarene 571.

Biblical Literature Minor: 16 hours

Required:

Courses approved by the Department Head to include at least 12 hours in upper division work.

Minor (Greek): 14 Hours

Required:

133, 134, 334 and 335 or 336 and 337.

Courses

BLIT 100 — Bible I. 3 hours. An introduction to the serious study of the Old Testament as Scripture, its original historical and literary contexts, and its contemporary relevance within the Christian church. Attention is given to the history of the people of Israel, the geography, customs, thought, and languages of the biblical world. The course is intended to cultivate an appreciation for the Old Testament, and to provide the necessary background for understanding the New Testament.

BLIT 133 — Elementary Greek I. 4 hours. A comprehensive elementary course which includes grammar, pronunciation, reading, and translation of Koine Greek. Lecture and laboratory for individualized instruction.

BLIT 134 — Elementary Greek II. 4 hours. A continuation of BLIT 133.

BLIT 250 — Biblical Hermeneutics. 3 hours. A serious study of the science of biblical interpretation including a survey of the history of interpretation, and an introduction to the theory, methods, and practice of biblical exegesis. Several specific types of scripture will be examined for the purposes of interpretation, with special attention to the New Testament. Prerequisites: BLIT 100 and THEO 111. *Required for all majors and minors within the Division of Religion, except for Christian Education/Church Music majors, in place of BLIT 300.*

BLIT 300 — Bible H. 3 hours. An introduction to the New Testament within its historical and literary contexts. Attention is given to its message, literary features, significant persons and events, enduring values, and contemporary application. The course is intended to promote appreciation for the biblical faith through attention to the major themes of both Old and new Testaments. Opportunity is given for the development of exegetical and hermeneutical skills through the careful study of selected New Testament passages, student presentations, and group discussions. This course is intended to provide information, develop advanced Bible study skills, cultivate mature appreciation for the New Testament, and motivate lifelong study of the Scriptures. Prerequisite: BLIT 100. *BLIT 250 must be taken instead of BLIT 300 by most majors and minors in the Religion Division.*

BLIT 334, 335, 336, 337 — New Testament Greek Exegesis. 3 hours. Grammar review and attention to the principles of sound exegesis of the Greek New Testament. Prerequisites: satisfactory completion of Greek 133 and 134, or 231. Course 334 deals with Romans and Galatians; 335 deals with

Ephesians, Luke, Hebrews and Revelation; 336 deals with I and II Corinthians; 337 deals with Matthew, Acts, the Pastoral Epistles and James. These courses are offered in sequence in alternate years, one each semester.

BLIT 356 — Psalms and Wisdom Literature. 2-3 hours. A survey of Hebrew poetry and Wisdom Literature in English translation. A study of selected Psalms and portions of Job, Proverbs, Ecclesiastes and Song of Solomon.

BLIT 365 — Hebrews and General Epistles. 2 hours. An exegetical study of Hebrews and the General Epistles (James, 1 and 2 Peter and Jude) in English translation.

BLIT 379 — Old Testament Prophets I. 3 hours. A study of the background, contents and teachings of Hosea, Amos, Isaiah, Micah, Jonah, Obadiah.

BLIT 380 — Old Testament Prophets II. 3 hours. A study of the background, contents and teachings of Jeremiah, Lamentations, Ezekiel, Daniel, Joel, Nahum, Habakkuk, Haggai, Zephaniah, Zechariah and Malachi.

BLIT 467 — Pauline Epistles I. 3 hours. An exegetical study of Romans, 1 and 2 Thessalonians, Colossians, Philemon and the Pastoral Epistles with the background provided in Acts.

BLIT 468 — Pauline Epistles II. 3 hours. An exegetical study of Galatians, 1 and 2 Corinthians, Ephesians and Philippians with the background provided in Acts. Courses in the 500 series are open to qualified seniors and graduate students.

BLIT 571 — Pentateuch. 3 hours. A study of the historical background and the development of the Hebrew people as found in Genesis, Exodus, Leviticus, Numbers and Deuteronomy.

BLIT 573 — Synoptic Gospels. 3 hours. A study of the life and teachings of Jesus based on a comparative examination of the first three Gospels in English translation. Attention is given to the particular perspective and distinctive features of Matthew, Mark and Luke.

BLIT 574 — Johannine Literature. 3 hours. An exegetical study of the Gospel and Epistles of John and the Revelation in English translation.

BLIT 575 — Old Testament Historical Books. 3 hours. An exegetical study of the history of Israel from the conquest through the post-exilic period as reflected in the books of Josh a, Judges, 1 and 2 Samuel, 1 and 2 Kings, 1 and 2 Chronicles, Ezra, Nehemiah and Esther.

BLIT 600-699 — Graduate Level Courses. Open to some seniors. See the Director of Graduate Studies in Religion.

Christian Education Department — CHED

The opportunities of service for volunteer and paid, professional workers in Christian Education are multiplying. The demand for trained personnel is increasing for full-time directors of Christian Education in local churches, week-day school teachers, and age-group directors. In addition, local churches need V.B.S. directors and workers, Sunday school teachers, youth workers, and Caravan workers.

The Department of Christian Education provides training to individuals who feel called to this type of work. Some will be full-time staff persons. Others will supplement their vocational training in this area to increase their Christian service effectiveness.

The Department seeks to (1) acquaint students with the fundamental principles of Christian Education, (2) offer a major for those who plan to devote full time to Christian Education, (3) offer a minor for students who wish to supplement their vocational training with some skills in Christian service, and (4) help majors meet Manual requirements for commission as ministers of Christian Education.

Majors in Christian Education are urged to take courses in music, business, radio, drama, speech, and art to increase their usefulness in the local church. For the minor in Church Music see the Department of Music.

Christian Education Major: 27 hours. B.A. or B.S.

Required:

- CHED 115 — Christian Education
452 — Church School Administration
491, 492 — Supervised Field Work
551 — History and Philosophy of Religious Education
571 — History and Polity of the Church of the Nazarene

Thirteen additional hours of upper division work in Christian Education.

Required supporting courses:

PSYC 101 — Introduction to Psychology
211 — Child Developmental Psychology
or 212 — Adolescent and Adult
Developmental Psychology
SPCH 101 — Fundamentals of Speech

Strongly recommended supporting courses:

MUCH 276 — Elementary Conducting
SPCH 104 — Parliamentary Law
ENGL 241 — Journalism
ART 105 — Crafts Studio
or EDUC 261 — Art Activities for the
Elementary School

**Christian Education and Church
Music, Combination Major. B.A. or B.S.**

Required:

Christian Education: 23 hours

115 — Christian Education
301 — Principles and Methods for C.E.
364 — Christian Education of Youth
377 — Music in Worship
452 — Church School Administration
491-492 — Supervised Field Work
including some music
551 — History and Philosophy of R.E.
571 — History and Polity of the
Church of the Nazarene

Upper division electives — 2 hours

Church Music: 43 hours

MUTH 100, 110, 200 — Music Theory
MUED 101 — Careers in Music
MUTH 111, 201 — Aural Skills
MULT 190 — Music Literature
MUCH 378 — Choral Music and Conducting
379 — Music in the Church Service
MULT 391 — Music History and Literature
MUAP Voice and Piano — 12 hours, with
a minimum of 4 hours of each.
MULT 183 or 383 — Choral Union
(4 semesters)
MUCH 478 — History of Church Music
480 — Supervised Conducting Practicum
MUTH 494 — Instrumentation
And 4 hours selected from Instrument
courses: 180 — Percussion, 280 —
Strings, 380 — Woodwinds, 381 —
Brass.

Piano proficiency is required.

Christian Education Minor: 17 hours

Required:

CHED 115 — Christian Education
452 — Church School Administration
491 or 492 — Supervised Field Work
in Christian Education
Ten additional hours of upper division
work in Christian Education.

**A major in Christian Education who plans
to seek ordination as an elder or deacon in
the Church of the Nazarene is advised to
consult the 1989 *Manual* and the Depart-
ment of Pastoral Ministries' *Handbook on
Ministerial Studies*.**

Students may combine additional studies
required for certification with the fifth year
graduate program at Olivet toward the Mas-
ter of Arts degree with a major in Religion,
or continued graduate studies at Nazarene
Theological Seminary, Kansas City, Mo.
64131.

Courses

CHED 104 — Parliamentary Law. 1 hour. The
study and practice of parliamentary procedure.

CHED 115 — Christian Education. 3 hours. A
study of the aims, methods, materials and pro-
grams of Christian education. Agencies of the lo-
cal church for educational evangelism and
development of Christian character will be consid-
ered, including Sunday school, youth groups, mis-
sion society, home and extension services,
weekday religious instruction, activities in the
church and community. The organization and
administration of all Christian education in the
local church will be considered, including present
day problems and trends.

**CHED 299 — Summer Ministries in the Church
of the Nazarene. 1-3 hours.** This course is designed
to prepare the student for practical involvement
in the summer ministries program of the Church
of the Nazarene. It emphasizes the nature and
background of the specific ministries, cross-cul-
tural understanding, personal growth, Biblical un-
derstandings, churchmanship, and special skills
appropriate to these respective ministries.

**CHED 301 — Principles and Methods for Chris-
tian Education. 3 hours.** A study of the principles
of educational theory as they relate to the teaching
ministries of the church, and a survey of practical
teaching methods for use in the local church.

CHED 363 — Christian Education of Children. 2 hours. A study of the basic principles of child psychology in relation to the needs of the child, materials and methods for children's work in the nursery, beginner, primary and junior departments, and the administration of the church school program for children. Prerequisites: CHED 115, PSYC 101, 211. Through CHED 491 or 492 additional credit may be earned by actual involvement in teaching this age group.

CHED 364 — Christian Education of Youth. 2 hours. A study of adolescent psychology in relation to the nature and needs of young people, materials, methods and programs for youth work in the intermediate, senior and young people's departments, a suggested program of Bible study, evangelism, worship, recreation, and stewardship to win and hold the adolescent group. Prerequisites: CHED 115, PSYC 101, 212. Through CHED 491 or 492 additional credit may be earned by actual involvement in teaching this age group.

CHED 365 — Christian Education of Adults. 2 hours. A study of the nature and needs of the adult groups and materials and methods for teaching adults. Special attention is given to planning for the young adult group, missionary, stewardship and other Christian Service Training education in the local church. Prerequisites: PSYC 211 or 212 and CHED 115. Through CHED 491 or 492 additional credit may be earned by actual involvement in teaching this age group.

CHED 366 — Contemporary Ministries. 3 hours. A study of various ministries that are currently being used by the church. Such ministries as week-day programs, outreach ministries, camping, social programs, bus ministries, and campus ministries would be dealt with. The course would also be flexible enough to include new ministries as they develop in the life of the church.

CHED 367 — Materials and Methods for Recreation. 3 hours. Same as PHED 367. Prerequisites: CHED 115, PSYC 101, 211.

CHED 377 — Music in Worship. 2 hours. Same as MUCH 377.

CHED 452 — Church Administration. 3 hours. Same as THEO 452.

CHED 470 — Evangelism and Missions. 4 hours. Same as THEO 470.

CHED 489 — Problems in Christian Education. 1-2 hours. Individual study of a practical problem in Christian education. The student must decide upon a problem, study it, and propose its solution. The major requirement is a written report of his research. Open to majors only.

CHED 491, CHED 492 — Supervised Field Work in Christian Education. 1 hour, both semesters. Each student is expected to arrange for participation in a practical experience in Christian education, i.e., teaching a class, working in Caravan, participating in a club or camp. One semester should be spent working in directing the Christian educational program as an assistant to the Director of Christian Education, if possible. Christian Education majors and minors only during Senior Year.

CHED 493 — Instructional Media in Christian Education. 1 hour. Same as EDUC 496.

CHED 494 — Pastoral Care. 3 hours. Same as THEO 494.

CHED 496 — Community Recreation. 3 hours. A course designed to give the student an understanding of the philosophical background of modern community recreation as well as the role of recreation in meeting the recreation needs of various societal groups.

CHED 498 — Audio-Visual Laboratory in Christian Education. 1 hour. Same as EDUC 498.

CHED 551 — History and Philosophy of Religious Education. 3 hours. The history of religious education as seen in the Old and New Testaments, church history, and modern times. An interpretation of the philosophy and significance of religious education in the growth and development of the Christian religion. Current major theories of religious and secular education compared with scriptural principles, formulation of a personal philosophy of religious education. Prerequisite: CHED 115.

CHED 571 — History and Polity of the Church of the Nazarene. 3 hours. Same as THEO 571.

Theology Department — THEO

The objectives of the Department of Theology are as follows: (1) to cultivate a fuller appreciation of the doctrines, and institutions of the Christian Church through a more adequate knowledge of their origin, development, and historical importance; (2) to emphasize the Arminian theology as interpreted by John Wesley and reconstructed by subsequent holiness movements, especially the Church of the Nazarene; (3) to train young ministers for effectiveness in preaching and efficiency in pastoral methods; (4) to acquaint the student with church government, especially the polity of the Church of the Nazarene; and (5) to inspire and train prospective pastors, evangelists, missionaries, and lay workers in effective methods of evangelism.

The course of study for licensed ministers in the Church of the Nazarene has been considered in the curricular planning of the Division of Religion. While required for ordination in the church, not all of these courses are necessarily included in the requirements for degrees.

Students looking forward to ordination should be guided by their advisors in selecting courses needed for the completion of ordination requirements.

Religion Major: 40 hours. B.A.

Required:

THEO 116 — Fundamentals of Christian Ministry

351, 352 — History of Christianity I, II

353, 354 — Systematic Theology

452 — Church Administration

455 — Homiletics

462 — Evangelical Perfection

470 — Evangelism and Missions

494 — Pastoral Care

496 — Field Training and Service

571 — History and Polity of the Church of the Nazarene

Supporting Courses: Philosophy, 8 hours; Christian Education 3 hours; Social Science, 6 hours; History, 6 hours; Psychology 3 hours; Speech 104 — Parliamentary Law and 3 additional hours of speech. MUCH 377 — Music

in Worship; Biblical Literature: 5-6 hours of upper division Old Testament, including at least 3 hours in the major or minor prophets. Biblical Literature: 5-6 hours of upper division New Testament in either Greek or English.

Theology Major: 40 hours. Bachelor of Theology.

Required:

Same as the Bachelor of Arts in Religion, except for the language requirement of General Education courses, Group V in Intercultural Understanding. The student may select 6 hours of courses in International Relations, Foreign Culture, Ethnic or Cross-cultural Interaction instead of the 10 hours of language.

Religion and Philosophy Major: 33 hours. B.A.

Required:

THEO 351, 352 — History of Christianity

353, 354 — Systematic Theology

462 — Evangelical Perfection

Plus: Philosophy — 12 hours, Biblical

Literature (upper division) — 3 hours,

Practices — 3 hours chosen from

Christian Education, History and Polity,

Homiletics or Church Administration.

Religion Minor: 16 hours

Required:

THEO 351 or THEO 352, 3 hours of upper division Biblical Literature, an additional 3 hour upper division course from the Division of Religion, with additional courses to be approved by the Division Head. General Education Courses from the Religion Division cannot count toward fulfilling the 16 hour requirement for the Religion Minor.

Philosophy Minor: 14 hours.

Required:

A total of 14 hours of Philosophy courses from those offered.

Systematic Theology

THEO 111 — Christian Doctrine. 3 hours. A general education course for all students involving a study of the fundamental doctrines of the Christian faith from a Biblical basis. The course will emphasize such concepts as Who or What is God; what is the nature of authority; developing a creed to live by; sin, redemption and sanctification; and comparison to other world religions. This course provides a background for further study, and to acquaint every student with the essential doctrines of the Christian faith with special emphasis given to the doctrine of holiness.

THEO 353, 354 — Systematic Theology. 3 hours both semesters. A general survey of the doctrines of the Christian Church in the light of their scriptural foundation, philosophical implications, and historical development. Special attention will be given to the Arminian point of view in respect to the atonement and the doctrine of entire sanctification. Recommended for juniors.

THEO 401 — The Church and Christian Living. 3 hours. Concepts of church and community of believers with a world-wide view. The history of the church with some specific attention to the Church of the Nazarene. The application of the Christian experience to life and the major issues of the day including Christian concerns regarding the social and physical environment, human worth and dignity, and human justice. The theology of vocation with a study of applying Christian values and ethics to this area of living.

THEO 462 — Evangelical Perfection. 3 hours. A study of the doctrine of Christian perfection with special emphasis on its Biblical and historical background. A survey will be made of the outstanding literature in this field, and especially the life and works of John Wesley. Careful consideration will be given to the implications of Christian perfection for personal experience and practical living. Prerequisites: THEO 353, 354.

THEO 542 — Contemporary Theology. 3 hours. A study of the making of the modern theological mind from the enlightenment through current theological trends. One emphasis will be how Christianity has/should respond to modernity.

Church History

THEO 331 — Renaissance and Reformation. 3 hours. Same as History 331.

THEO 351 — History of Christianity I. 3 hours. A survey of the history of Christianity during the patristic, medieval, and reformation periods.

THEO 352 — History of Christianity II. 3 hours. A survey of the history of Christianity following the reformation period. Emphasis will be placed upon modernity, the Wesleyan tradition, American religious history, and contemporary Christianity.

THEO 550 — American Religious History. 3 hours. An examination of the movements, persons and ideas which shaped religious history in America.

THEO 571 — History and Polity of the Church of the Nazarene. 3 hours. A survey of the major types of evangelical church polity in their historical development will lead to an exhaustive study of the Manual of the Church of the Nazarene. The history of the denomination will be carefully surveyed.

Practices

THEO 116 — Fundamentals of Christian Ministry. 3 hours. A course designed to acquaint the student with the foundation and avenues for fulfilling the special call to service and to introduce Olivet's ministerial training objectives. Required of all freshmen in the ministerial training program.

THEO 452 — Church Administration. 3 hours. A comprehensive study of the organization and activities of the local church. Business administration; methods of publicity, evangelization program; ministerial ethics; relation of the church to the district and general program. Particular attention will be given to the Nazarene policy.

THEO 455 — Homiletics. 3 hours. The character of the sermon; the several types of sermons; finding source materials; the major divisions of the sermon; introduction, body, illustrations, conclusion. Analysis of great sermons. Practice in preparation and delivery of sermons. Class criticism.

THEO 470 — Evangelism and Missions. 4 hours. A study of world evangelism with emphasis upon history and methods. Attention is given to the public and personal proclamation of the Gospel in revival and personal work both at home and abroad by the Church of the Nazarene.

THEO 494 — Pastoral Care. 3 hours. A study of the theory, principles, methods, and resources of an effective pastoral ministry to individuals and small groups as it relates to specific needs of people in various stages and circumstances of life. Special attention will be given to the pastor's ministry during human crises such as illness, pain and grief, marriage and family relationships, death, alcoholism, aging, inter-personal relation-

ships. Attention will also be given to the techniques of pastoral calling in homes, counseling sessions and guidance.

THEO 496 — Field Training and Service. 1 to 6 hours. Prerequisites: Senior standing, approval by the committee on Ministerial Training and the completion of academic portion of the Ministerial Program.

THEO 600 to 699 — Graduate Level Courses. Open to some seniors. See Director of Graduate Studies in Religion.

Philosophy — PHIL

Philosophy Minor: 14 hours

Required:

Philosophy — 14 hours from the courses offered.

Courses

PHIL 101 — Introduction to Philosophy. 3 hours. A survey of traditional topics and systems of Philosophy.

PHIL 301 — Logic. 3 hours. An analysis of the logical use of language. The emphasis is placed upon integrity, clarity and precision in argument.

PHIL 325 — World Religions. 3 hours. A study of the religions of the world. The course may survey the major religions or discuss selected ones.

PHIL 351 — Ancient and Medieval Philosophy. 3 hours. An historical survey of the principle ideas of Greek and Medieval philosophers.

PHIL 352 — Modern Philosophy. 3 hours. An historical survey of the principle ideas of philosophers of the Renaissance, Continental Rationalism, British Empiricism, and the Nineteenth and Twentieth Centuries.

PHIL 499 — Topics in Philosophy 1 - 4 hours. A specialized analysis of a traditional topic, a philosopher, or a movement or problem involving individualized research and philosophical dialogue. While courses may include various topics, the primary subject will be Ethics.

Ministerial Certificate Program

The ministerial certificate program is designed to meet the needs of mature persons preparing for the ministry who do not qualify for admission to a degree program, or who otherwise find it impractical to pursue such a program.

While there are no formal academic requirements for admission to this program, students must complete the orientation program before registering for courses. Students in the College may transfer to this program only on the joint recommendation of the Scholarship and Admissions Committee and the Director of the program.

Credits earned in this program may not be counted toward a degree program. Work done will be marked S-Superior; G-Good; M-Medium; P-Poor; U-Unsatisfactory. Record of work taken may be sent to the District Board of Ministerial Studies to be applied on the Course of Study for Ministers as outlined in the Manual of the Church of the Nazarene.

The Certificate is awarded upon satisfactory completion of the 89-90 hours of work listed as follows:

Biblical Literature: 12 hours, including

BLIT 100, 300 — Bible I and II

Theology: 12 hours, including

THEO 111 — Christian Doctrine

or 401 — Church and Christian Living

THEO 353, 354 — Systematic Theology

THEO 462 — Evangelical Perfection

Practices and Christian Education: 24 hours

CHED 115 — Christian Education

MUCH 377 — Music and Worship

THEO 116 — Fundamentals of Christian Ministry

452 — Church Administration

455 — Homiletics

470 — Evangelism and Missions

496 — Field Training

Church History: 9 hours, including

THEO 351, 352 — History of Christianity

571 — History and Polity of the Church of the Nazarene

English and Speech: 13 hours, including

ENGL 103, 104 — Freshman Composition

LIT 200 — Introduction to Literature

SPCH 101 and 104

Philosophy and Psychology: 8 hours

History and Social Science: 8 hours

Natural Science: 4-5 hours



Social work is an important goal for many Olivet students. Professors Cindy Lewis and Michael LaReau join in this discussion.

Division of Social Sciences

Social Science — SSCI

History — HIST

Political Science — PSCI

Psychology — PSYC

Sociology — SOCY

William Bell, Division Head

The Division of Social Sciences consists of the Departments of History and Political Science, Psychology, and Sociology.

The overall goal of the Division is to develop men and women who are intellectually mature, who dedicate themselves to the service of their neighbor, who can behaviorally express the values which they embrace, and who view their works as a means of advancing the Kingdom of God.

To achieve this goal, the Division's energies are dedicated to exploring human existence from historical, psychological and sociological perspectives, concurrently critiquing implicit and manifest social values from a Christian perspective.

Social Science — SSCI

Social Sciences Major: 54 hours. B.A.

Required:

ECON 111, 112 — Principles of Micro and
Macro Economics

HIST 111 — Western Civilization I

112 — Western Civilization II

SOCY 120 — Introductory Sociology

SSCI 471 — Seminar in Social Science

At least 24 hours of upper division courses in The Social Science Division. Course work is to be distributed as follows: 24 hours in one department, 8 hours from each of two other departments; additional hours may be from above department or other areas of the division.

Teaching Major: 54 hours. B.A.

Required:

Same as above plus the Professional Education Sequence, including SSCI 478 — Teaching the Social Studies. The 24 hour area must be in history with a minimum of 8 hours in U.S. History and 8 in General and European History.

To teach Psychology in Illinois, you must have 20 hours of Psychology course work. To teach Economics, Sociology, or Political Science in Illinois, you must have at least 8 hours in the area to be taught.

Teaching Minor: 24 hours

Required:

Option A — 16 hours of history including 8 hours in U.S. History and 8 in General or European History. 8 additional hours from Division of Social Sciences.

Option B — 8 hours each from two of the following areas:

Economics, Political Science, Psychology, and Sociology. 8 additional hours from the Division of Social Sciences.

Courses

SSCI 242 — Federal Seminar. 1-3 hours. Credit is given for participation in an extended seminar in Washington, D.C., involving lectures, group ses-

sions and visits to various governmental agencies. Attendance at, and participation in, campus-based class sessions and follow-up activities may also be required.

SSCI 350 — Urban America. 3 hours. This course deals with the development of American cities, focusing on their physical structure, patterns of government and socio-economic characteristics. Particular attention is given to the genesis of contemporary urban problems and their possible solutions. May be taken for domestic intercultural understanding credit in General Education Requirements.

SSCI 471 — Seminar in Social Science. 3 hours. A course to correlate the fields of social science and summarize current problems of society with a view of their possible solutions. The student will be required to apply social science research methods to a topic of interest.

SSCI 478 — Teaching the Social Studies. 3 hours. A course in education dealing with the problems and methods of teaching history and the social sciences. Intended for those who plan to teach in this field in the secondary school. Not counted toward the non-teaching major or minor. Includes a 45-hour practicum in a public school setting.

American Studies Program in Washington, D.C.

Olivet Nazarene University is a member of the Christian College Coalition which is comprised of 70 Christ-centered, fully accredited four year liberal arts colleges, each committed to academic excellence and to the integration of the Christian faith with learning and living. Student internships and seminars are available to Olivet students. These are coordinated through the Division of Social Sciences and the Coalition which is based in Washington D.C.

The American Studies Program is designed for juniors and seniors with a wide range of academic majors and vocational interests. Students are involved in the American Studies Program for periods of three or four months. The internship/seminar program is available September through May. Summer internships are also available in the summer months.

Because of its unique location in the nation's capital, this "Washington Campus" for the Coalition colleges is viewed as one way of challenging students to consider the meaning of proclaiming the Lordship of Jesus Christ in all areas of life, including career choices, public policy issues and personal relationships. The

number of credit hours which are given for these experiences varies with the type of assignment.

Other programs offered in connection with the Christian College Coalition include Latin American studies, based in Costa Rica; and European Renaissance and Reformation Studies, based at Oxford University, England.

History and Political Science Department — HIST

Faculty

WILLIAM DEAN (1991)

*Assistant Professor of History, Acting
Department Head*

B.A., 1970, Asbury College

M.A., 1975, Portland State University

Ph.D., 1985, University of Iowa

BILL J. ISAACS (1961)

Associate Professor of History

B.A., 1958, Olivet Nazarene University

M.A., 1959, University of Illinois

Adjunct Faculty

SHEILA DONAHUE KRAMER

History

B.A., 1979, Northwestern University

J.D., 1982, University of Notre Dame

The goal of the Department of History and Political Science is to acquaint students with the heritage of the past, and to place present political, economic, and social problems in a historical perspective.

Through the study of history and political science, this department seeks to enable students to understand:

- The breadth of the variety and diversity in the cultural and political institutions and structures of our world, both in the past and the present.

- That a solid historical perspective is the basis for an appreciation of the dynamics of change in society.

- More about the historical traditions outside our own Western civilization.

- The meaning of a Christian world view and a Christian philosophy of history.

- The broad outlines of the development of the Christian church.

- The importance of history as the basis of every other discipline, since every branch of learning has its history.

- To appreciate the strengths and weaknesses of the American political system, and the role and responsibilities of informed, participating citizens.

- The rights of and importance of ethnic and religious minorities in social and political systems.

- The major differences between the important schools of historical interpretation.

- The value of art, music, and literature as expressions of shared values and culture.

- To develop the skills of critical thinking, analytical reading, objective questioning, and vigorous writing.

A degree in History, or History and Political Science, is a solid preparation for careers in many fields such as secondary education, college teaching, public administration, diplomatic service, civil service, library science, law, archaeology, and the ministry.

It is an excellent preparation for graduate school in all of these fields, and many others. Or, combine a History major with a second major in Religion, Philosophy, Literature, English, Foreign Language, Economics, Business, Art or Science (to name a few), and the career options are even more plentiful.

The course work in this department is arranged in four major categories. In each category, the course numbers reflect a comprehensible and natural progression through the field. Following these sequences is not mandatory, but it is wise, since history is a continuous process that we merely chop into segments for the sake of convenience. The department recommends that students take the lower numbered courses first.

Core Requirements for all Department Majors:

HIST 111 — Western Civilization I

112 — Western Civilization II

131 — American Civilization I

132 — American Civilization II

History and Political Science Major: B.A.**Concentration A: 32 hours.*****Required in addition to the core:***

PSCI 123 — American Government

HIST 471 — History Seminar

or PSCI 471 — Seminar

And 14 additional hours in History and Political Science, 11 hours of which must be upper division. At least 3 hours must be in United States History, 3 hours in World History, and 6 hours in Political Science.

To be supported by:

A minor or at least one supporting course from each of the fields of Economics, Sociology, Statistics, Computer Science and Communication, of which 6 hours must be upper division.

Concentration B: 27 hours***Required in addition to the core:***

PSCI 123 — American Government

HIST 471 — History Seminar

or PSCI 471 — Seminar

And 6 additional upper division hours in Political Science and 3 additional upper division hours in either History or Political Science.

To be supported by a second major from another department of the university.

History Major: B.A. Concentration A: 32 hours***Required in addition to core:***

HIST 471 — History Seminar

And 17 additional hours of History, of which 14 must be upper division. At least 6 hours must be in United States History, 6 hours in World History, and 3 hours in non-Western History (HIST 349, 360, 362 or 366).

To be supported by:

A minor or at least one supporting course from each of the fields of Economics, Journalism, Political Science, Sociology and Research (Computer Science, Statistics or Communication), of which 6 hours must be upper division.

Concentration B: 27 hours.***Required in addition to core:***

HIST 471 — History Seminar

12 additional hours of History, of which 9 hours must be upper division. At least 3 hours must be in United States History, 3 hours in World History, and 3 hours in non-Western History (HIST 349, 360, 362, or 366).

To be supported by a second major from another department of the university.

History Teaching Major: 32 hours. B.A.***Required in addition to core:***

HIST 471 — History Seminar

17 additional hours of History, of which 14 must be upper division. At least 6 hours must be in United States History, 6 hours in World History and 3 hours in non-Western History (HIST 349, 360, 362, or 366).

To be supported by:

A teaching minor and the Professional Education Sequence including SSCI 478 — Teaching the Social Studies.

History Minor: 16 hours***Required:***

6 hours in Western Civilization I and II or 6 hours in American Civilization I and II. At least 6 hours of the minor must be upper division courses.

Political Science Minor: 16 hours***Required:***

PSCI 123 — American Government.

At least 6 hours of the minor must be upper division courses.

History Teaching Minor: 24 hours***Required:***

HIST 111, 112, 131, 132 (the same as History major core), and 12 additional hours in History, 9 of which must be upper division. At least 3 of these additional hours must be in United States History, 3 hours in World History, and 3 hours in non-Western History (HIST 349, 360, 362, or 366).

Typical Courses for a Student Majoring in History and Political Science

Freshman Year

Western Civilization
American Civilization
Freshman Composition
Bible I
Physical Education
Introduction to Sociology
Foreign Language
Fundamentals of Speech

Sophomore Year

American Civilization
Western Civilization
History of the Ancient World
Laboratory Science
Mathematics
Christian Doctrine
Introduction to Fine Arts
Russian/Soviet History
American Government
Introduction to Literature

Western Civilization Courses

HIST 111 — Western Civilization I. 3 hours. A survey course that examines the development of European civilization from antiquity to 1500. Attention will be focused on the ideas, values, institutions, great events and personalities of the time in order to understand historically the major issues which have defined concepts of humanity and society in the Western World. No prerequisite. Offered every fall semester.

HIST 112 — Western Civilization II. 3 hours. A survey course that examines the development of European civilization from 1500 to the present. Attention will be focused on the ideas, values, institutions, great events and personalities of the time in order to understand historically the major issues which have defined concepts of humanity and society in the Western World. No prerequisite. Offered every spring semester.

HIST 321 — History of the Ancient World. 3 hours. Examines the political and constitutional structures, the social distinctions, the economic conditions, the geographical influences, and the cultural and religious developments of civilizations stretching from the Tiber and Aegean regions across the paths of the Egyptians and Mesopotamians, to the Indus-Ganges and Huang Ho regions of India and China. Comparisons,

contrasts and interchange of civilizing forces of both contemporary and later cultures are pointed out. This course can be taken for Intercultural Understanding credit. Offered spring semester of alternate years.

HIST 331 — Renaissance and Reformation. 3 hours. A study of Europe from 1300 to 1600. Primary emphasis is given to such topics as the formation of modern nations and economic, cultural, and social changes resulting from the shift from medieval to modern times. Religious changes are traced through the Medieval church to the Protestant and Catholic Reformations. Offered spring semester of alternate years.

HIST 341 — Early Modern Europe, 1648-1815. 3 hours. This course examines the major diplomatic, political, religious, economic and cultural developments in European History from the mid-seventeenth century through the French Revolution and the Napoleonic Wars. Western Civilization II (HIST 112) is not required but is highly recommended as a prerequisite for this course. Offered fall semester of alternate years.

HIST 342 — Modern Europe, 1815 to the present. 3 hours. This course examines the diplomatic, political, religious, economic and cultural developments in European history from the Congress of Vienna to the present day. Western Civilization II (HIST 112) is not required but is highly recommended as a prerequisite for this course. Offered spring semester of alternate years.

HIST 351 — History and Politics of Modern England, 1688 to the present. 3 hours. Examines the political, constitutional, foreign diplomacy, social, economic, intellectual, and religious trends in England and her Empire-Commonwealth. No prerequisite. Offered fall semester of alternate years.

HIST 360 — The History of Russia and the Soviet Union. 3 hours. Examines the history of Russia from Kiev to the modern Soviet state. Special attention is given to the socio-political movements that characterized much of the 19th and 20th Centuries. Topics to be studied include the development of Tsarist Russia, reform movements of the nineteenth century, the rise of Lenin and the Revolution of 1917, domestic and foreign policy under Stalin, Khrushchev and the Cold War, Brezhnev and Detente, and the contemporary Soviet political system. This course can be taken for Intercultural Understanding credit. Offered spring semester every year.

HIST 374 — Totalitarianism: Its Meaning and History. 3 hours. Same as PSCI 374.

United States History

HIST 131 — American Civilization I. 3 hours. Examines the basic political, social, economic, legal, intellectual, and religious trends in American history from the European explorations to the close of the Civil War (1865). Fulfills the Teacher Education requirement for passing the U.S. Constitution. No prerequisite. Offered every semester.

HIST 132 — American Civilization II. 3 hours. Examines the basic political, social, economic, legal, intellectual, and religious trends in American history, from the close of the Civil War (1865) to the present. No prerequisite. Offered each Spring.

HIST 343 — Colonial Period in American History. 3 hours. A study of the cultures and institutions in the English colonies of North America, and the local conditions that shaped them into an American product. Offered fall semester of alternate years.

HIST 344 — Recent United States History. 3 hours. A study of modern America since World War I examining such issues as government and business, reform, political change, foreign relations, and the United States' role in world politics. Major emphasis is placed on social change and race relations in the period since 1945. Offered spring semester of alternate years.

HIST 346 — United States Foreign Policy Since 1914. 3 hours. Same as PSCI 346.

HIST 347 — American Constitutional History. 3 hours. Same as PSCI 347.

HIST 350 — American Urban History. 3 hours. Same as SSCI 350. May be taken for Domestic Intercultural Understanding credit. Offered every fall semester.

HIST 421 — American Religious History. 3 hours. Same as THEO 550.

Non-Western History Courses

HIST 349 — Third World Development. 3 hours. A critical historical analysis of the development of Third World countries in the modern period. Special focus is placed on the national and international politics of "Developing Countries" in Asia, the Middle East, Africa, and Latin America, as contrasting responses to "the West" and to the general development problems of national growth and equity. The new political ideas in each case will be studied in the contexts of both traditional thought and institutions and broad economic and social change. This course may be taken for International Culture credit. Offered every fall semester.

HIST 362 — The Pacific World in the Modern Age. 3 hours. A study of the transformation of East Asia resulting from the intrusion of the West, from the early 19th Century to the present. Primary emphasis is placed on the civilization of China, Japan, India and Korea, and on the contacts between Eastern Asia and the West. This course can be taken for Intercultural Understanding credit. Offered fall semester of alternate years.

HIST 366 — Latin American History and Politics. 3 hours. Examines the geographical, political and constitutional structures, social distinctions, economic conditions, and religious and cultural developments of the Iberian Peninsula on the eve of the Age of Exploration. The transplantation and adaptation of these institutions and their blending with the Indian and Afro contributions are continued through the colonial era in the New World. The major countries of Mexico, Brazil, Argentina and Chile are given primary attention following their independence. This course can be taken for Intercultural Understanding credit. Offered spring semester of alternate years.

General History

HIST 471 — History Seminar. 3 hours. Same as SSCI 471.

HIST 494 — Readings in History. 1 to 4 hours. Self-study of historical readings under faculty direction in an area of special interest. Suggested for seniors and qualified juniors with a major in History/ Political Science. All other students must secure the approval of the instructor. No more than 4 hours of credit may be earned through readings in history and political science combined.

Political Science — PSCI

PSCI 123 — American Government. 3 hours. A study of the structure and functions of the federal government in the United States. Fulfills the Teacher Education requirement for passing the U.S. Constitution. Offered every fall semester.

PSCI 125 — Illinois Government. 1 hour. A study of Illinois Government with special attention to constitutional development and the organization and functioning of the government. This course is designed to meet certification requirements for students planning to teach in this state. A pass/fail grade is given.

PSCI 242 — Federal Seminar. 1-3 hours. Same as SSCI 242.

PSCI 346 — American Foreign Policy Since 1914. 3 hours. This course is designed to teach advanced history and political science students basic skills in the recognition, analysis and interpretation of differing points of view, using political essays about controversial foreign policy issues. Prerequisites: HIST 112 or 132 or permission of the instructor. Offered every fall semester.

PSCI 347 — American Constitutional Law. 3 hours. Includes the study of the origin, adoption, and the Supreme Court's interpretation of the Federal Constitution in such areas as judicial review, Federalism, separation of powers, interstate commerce, contract clause, taxing powers, due process clause, equal protection of the laws, and civil liberties. Recommended for all pre-law students. Prerequisite: American Civilization I, American Government, or consent of instructor. Offered in fall semester of alternate years.

PSCI 348 — World Politics. 3 hours. A study of diplomacy, nationalism, war, and the forces underlying politics among nations. The merits of power, morality, law, public opinion, and the possibility of world government are considered. This course can be taken for Intercultural Understanding credit. Offered in fall semester of alternate years.

PSCI 349 — Third World Development. 3 hours. Same as HIST 349.

PSCI 351 — History and Politics of Modern England. 3 hours. Same as HIST 351.

PSCI 360 — Russian/Soviet Politics. 3 hours. Same as HIST 360.

PSCI 366 — Latin American History and Politics. 3 hours. Same as HIST 366.

PSCI 374 — Totalitarianism: Its Meaning and History. 3 hours. Examines the political, social, intellectual, and economic preconditions for the rise of totalitarian regimes — Germany, Italy and the Soviet Union. Also focuses on the institutions, ideology, and techniques of totalitarian rule. Offered in spring semester of alternate years.

PSCI 471 — Political Science Seminar. 3 hours. Same as SSCI 471.

PSCI 494 — Readings in Political Science. 1 to 4 hours. Same as HIST 494.

Psychology Department — PSYC

Faculty

WILLIAM BELL (1970)

*Professor of Psychology; Department Head,
Social Science Division Head*

B.A., 1961; M.A., 1967, Wheaton College
Ph.D., 1975, Northwestern University

RAY BOWER (1987)

Assistant Professor of Psychology

B.A., 1976, Miami University, Ohio
M.A., 1987, Miami University, Ohio
Ph.D. Candidate, Miami University, Ohio

FRANKLIN GARTON (1979)

*Associate Professor of Psychology;
Director of Counseling Services*

B.A., 1958, Olivet Nazarene University
M.A., 1965, Ball State University
Instructor's Certificate (PET), 1976,
LaVerne College

Instructor's Certificate (AMITY), 1978,
Pine Rest Christian Hospital
M.A., 1987, Olivet Nazarene University

LAVERNE JORDAN (1986)

*Associate Professor of Psychology,
Counseling Center Counselor*

B.S., 1970, Purdue University
M.S., 1973, University of Arizona
M.S., 1982, Purdue University
Ph.D., 1988, Purdue University

JIM D. KNIGHT (1975)

*Assistant Dean of Instruction; Registrar;
Associate Professor of Psychology*

B.A., 1966, Trevecca Nazarene College
M.S., 1973, University of Tennessee

Adjunct Faculty

LOWELL MALLIETT

Psychology

B.A., 1954, Olivet Nazarene University
M.Div., 1957, Nazarene Theological
Seminary
Trinity Evangelical Divinity School

The objective of the Department of Psychology is to acquaint students with the science of behavior and the principles which contribute to optimal personality development, good interpersonal relationships, and the effective understanding and influence of human behavior. The faculty seek to uphold the highest ideals of Christian citizenship and a Christian philosophy of humanity and the world.

The department specifically provides students with four opportunities: First, it offers the specific training necessary for admission to graduate school programs in clinical, counseling, developmental, educational, industrial, social, experimental and school psychology. Second, for those who wish to move directly into a psychological vocation, the department provides students sufficient background in principles and practice to respond to the demands of their vocation. Third, the department enables students from other fields such as education, religion, business, and other social sciences, to become acquainted with the principles of human behavior which may be applied in their vocations. Fourth, the department seeks to give students sufficient intrapersonal and interpersonal understanding to optimize the development of healthy personalities and relationships.

To accomplish these objectives, several options are available. PSYC 101 or 211 or 212 is a prerequisite for all upper division courses in Psychology. PSYC 101 is the recommended entry level course unless a similar course has been taken by the student in high school.

Psychology Major (General Concentration): 31 hours. B.A. or B.S.

Required:

PSYC 101 — Introduction to Psychology
 or 301 — Advanced General Psychology
 203 — History and Systems of Psychology
 211 — Child Development
 212 — Adolescent and Adult Development
 498 — Psychology Seminar
 and 18 additional hours to be approved by the Department Head.

Recommended supporting course:

CSIS 101 — Concepts of Computer Applications

Psychology Major (Pre-Graduate School Concentration): 31 hours. B.A. or B.S.

Required:

PSYC 101 — Introduction to Psychology
 or 301 — Advanced General Psychology
 203 — History and Systems of Psychology
 211 — Child Development

212 — Adolescent and Adult Development
 331 — Basic Research and Statistics
 332 — Advanced Research and Statistics
 498 — Psychology Seminar

And a minimum of 11 hours selected from:

PSYC 341 — Statistics
 343 — Learning and Behavior Modification
 345 — Physiological Psychology
 361 — Theories of Personality
 362 — Psychological Testing
 449 — Experimental Research Project
 468 — Abnormal Psychology

Required supporting course:

CSIS 101 — Concepts of Computer Applications

Recommended supporting course:

BIOL 246 — Human Anatomy and Physiology II

Psychology Major (Mental Health Counseling Concentration): 31 hours. B.A. or B.S.

Required:

PSYC 101 — Introduction to Psychology
 or 301 — Advanced General Psychology
 203 — History and Systems of Psychology
 211 — Child Development
 212 — Adolescent and Adult Development
 468 — Abnormal Psychology
 498 — Psychology Seminar

And a minimum of 5 of these courses:

PSYC 361 — Theories of Personality
 362 — Psychological Testing
 365 — Crisis Intervention
 466 — Psychology of Counseling
 467 — Psychotherapy
 472 — Marriage and Family Counseling
 473 — Group Therapy

Recommended supporting courses:

SOCY 201 — Social Intervention Practicum
 CSIS 101 — Concepts of Computer Applications

Psychology Major (Personnel Psychology Concentration): 35 hours. B.A. or B.S.

Required:

PSYC 101 — Introduction to Psychology
 or 301 — Advanced General Psychology

- 203 — History and Systems of Psychology
- 211 — Child Development
- 212 — Adolescent and Adult Development
- 233 — Group Dynamics
- 321 — Social Psychology
- 324 — Industrial/Organizational Psychology
- 343 — Learning and Behavior Modification
- 362 — Psychological Testing
- 425 — Seminar in Personnel Psychology
- 466 — Psychology of Counseling
- 498 — Psychology Seminar

Required supporting courses:

- CSIS 101 — Concepts of Computer Applications
- BSNS 160 — Principles of Management
- 469 — Personnel Management
- SPCH 347 — Organizational Communication

Psychology Major (Pre-Physical Therapy Concentration): 31 hours. B.A. or B.S.

Required:

- PSYC 101 — Introduction to Psychology or 301 — Advanced General Psychology
- 203 — History and Systems of Psychology
- 211 — Child Development
- 212 — Adolescent and Adult Development
- 312 — Personal Growth and Integration
- 345 — Physiological Psychology
- 498 — Psychology Seminar

And 12 additional hours to be approved by the Department Head.

Strongly recommended supporting courses are listed in the Department of Physical Education.

Psychology Minor: 21 hours.

Required:

- PSYC 101 — Introduction to Psychology or 301 — Advanced General Psychology
- 203 — History and Systems of Psychology
- 211 — Child Development or 212 — Adolescent and Adult Development

The remaining hours are to be approved by the Department Head.

Psychology Teaching Minor: 21 hours

Required:

- PSYC 101 — Introduction to Psychology or 301 — Advanced General Psychology
- 203 — History and Systems of Psychology
- 211 — Child Development
- 212 — Adolescent and Adult Development

And 9 hours selected from:

- PSYC 312 — Personal Growth and Integration or 313 — Social Environment and Human Growth
- 321 — Social Psychology
- 343 — Learning and Behavior Modification
- 362 — Psychological Testing
- 466 — Psychology of Counseling
- 468 — Abnormal Psychology

Typical Courses for a Psychology Major

Freshman Year

- Introduction to Psychology
- Bible I
- Freshman Composition
- Introduction to Fine Arts
- Human Anatomy and Physiology
- Physical Education

Sophomore Year

- Child Developmental Psychology
- Adolescent and Adult Psychology
- History and Systems of Psychology
- Christian Doctrine
- Electives

General Courses

PSYC 101 — Introduction to Psychology. 3 hours. An introductory course in the scientific approach to the study of human behavior. The facts and principles of human behavior pertinent to everyday life are stressed. Recommended course for general education credit.

PSYC 202 — Educational Psychology. 3 hours. Same as EDUC 249. Prerequisite: PSYC 101, 211 or 212.

PSYC 203 — History and Systems of Psychology. 3 hours. A history of the field of psychology with particular emphasis on the theoretical development from the prescientific era to the present time. Prerequisite: PSYC 101, 211 or 212.

PSYC 211 — Child Developmental Psychology. 3 hours. A study of human physical, intellectual, emotional, perceptual, social and personality development from conception to puberty. It is recommended that 211 precede 212 if both courses are taken.

PSYC 212 — Adolescent and Adult Developmental Psychology. 3 hours. A study of human physical, intellectual, emotional, perceptual, social and personality development from puberty to death. It is recommended that 211 precede 212 if both courses are taken.

PSYC 222 — Psychology of Human Communication. 3 hours. Same as SPCH 103.

PSYC 233 — Group Dynamics. 3 hours. Same as SPCH 233.

PSYC 301 — Advanced General Psychology. 3 hours. An advanced survey and review of the theory and research in psychobiology, learning, development, personality, adjustment, social psychology, psychopathology, and psychotherapy. Special emphasis will be placed on sensation and perception, motivation and emotion, intelligence and psychological testing. Prerequisite: Four Psychology courses.

PSYC 312 — Personal Growth and Integration. 3 hours. Psychological and biblical principles that directly apply to personal psychological and spiritual development will be studied in a comparative and integrative manner. The course will examine the factors necessary to promote spiritual-psychological-psychophysiological health and wholeness. Recommended prerequisites: PSYC 101, 211, or 212.

PSYC 313 — The Social Environment and Human Growth. 3 hours. Same as SOCY 313. May not be taken with PSYC 312.

PSYC 321 — Social Psychology. 3 hours. This course considers the social factors which operate in influencing the behavior of the individual. Emphasis is given to the description and evaluation of the methods of measurement and techniques of investigation for the social psychologist. Prerequisite: PSYC 101, 211 or 212.

PSYC 324 — Industrial/Organizational Psychology. 3 hours. A survey of the theory, research and strategies used in business, industry and government in the following areas: (a) personnel selection, assessment and training, (b) human engineering, motivation, work efficiency and job satisfaction, (c) organizational structure and dynamics, (d) leadership and supervisory training, (e) employee counseling. Prerequisite: PSYC 101, 211 or 212.

PSCY 425 — Seminar in Personnel Psychology. 3 hours. Theory and research in the behavioral sciences applied to personnel practices and policies such as personnel recruitment, placement,

training, promotion, leadership, conflict resolution, human relations management, motivation, and ethics.

PSYC 498 — Psychology Seminar. 1 hour. This course is required of all Psychology majors in either their junior or senior year. It includes a series of lectures, panel discussions, guest speakers, and field trips — on such issues as vocations in psychology, graduate programs, application strategies, current issues, and ethics. Offered in the fall semester.

PSYC 499 — Special Topics in Psychology. 1-3 hours. A departmentally approved project where a major may pursue a subject of particular interest not already treated extensively in a regular course. Prerequisite: Psychology major.

Experimental Courses

PSYC 331 — Basic Research and Statistics. 4 hours. A survey of the methods of gathering, interpreting, and communicating research data. Topics include measurement and scaling techniques; naturalistic observation, case study, survey, correlational and experimental methods; non-parametric statistics, t-test, and single factor analysis of variance; report writing, graphical reporting of data, and bibliographical sources; computer data and database searches.

PSYC 332 — Advanced Research and Statistics. 3 hours. The study of advanced experimental methods and designs, the application of parametric statistics through three-factor analysis of variance, bibliographical sources and report writing, and the use of computers in research. Research experiences are included. Prerequisite: PSYC 331.

PSYC 341 — Statistics. 4 hours. Same as MATH 341.

PSYC 343 — Learning and Behavior Modification. 4 hours. A survey of the basic types of learning and the variables which influence the learning process. Emphasis is placed on the theoretical and applied aspects of human behavior change. Laboratory experiences are included. Prerequisite: PSYC 203; PSYC 331 is recommended.

PSYC 345 — Physiological Psychology. 3 hours. This course acquaints students with the neurological and glandular bases of learning, sensation, perception, and behavior. Laboratory experiences are included.

PSYC 449 — Experimental Research Project. 1-3 hours. A departmentally approved experimental research project designed, conducted and written up by the student. Prerequisites: Six Psychology courses including PSYC 331, 332.

Clinical and Counseling Courses

PSYC 361 — Theories of Personality. 3 hours. A study is made of the conceptualizations of personality that are acceptable to the various theoretical positions. Also, consideration is given to the many factors that affect the personality development of the individual. Emphasis is placed on what is considered normal personality. Recommended prerequisite: PSYC 203.

PSYC 362 — Psychological Testing. 3 hours. The assessment of human characteristics such as mental abilities, attitudes, aptitudes, learning disabilities, vocational interests, and personality traits and abnormalities. Emphasis is given to how psychological inventories are constructed, utilized and evaluated. Students will take and interpret various tests. Prerequisite: Four Psychology courses; PSYC 361 is recommended.

PSYC 365 — Crisis Intervention. 3 hours. Same as SOC 365.

PSYC 466 — Psychology of Counseling. 3 hours. A study of the process of psychological counseling with emphasis on effective counselor characteristics, the initial session, facilitative relationship, goals, strategies, termination, ethical issues within counseling, and the development of a personal counseling model. Application will be made to interest areas such as crisis intervention, pastoral counseling, marriage and family counseling, social work, and personnel services. Prerequisites: Four Psychology courses.

PSYC 467 — Psychotherapy. 3 hours. A survey of the major concepts and practices in contemporary psychotherapy and counseling. Emphasis will be given to psychoanalysis, individual psychology, transactional analysis, and client-centered, existential, gestalt, rational-emotive, reality, and behavior therapies. Attention will be given to the development of effective therapist

characteristics and a personal therapy model. Prerequisites: Four Psychology courses including PSYC 203, 361.

PSYC 468 — Abnormal Psychology. 3 hours. A comprehensive study of the various types of personality and behavioral abnormalities, including their etiology, symptoms, dynamics and treatment. A comparison is made between normal and maladaptive functioning. Prerequisite: Four Psychology courses including PSYC 203, 361.

PSYC 469 — Field Experience. 5 hours. The student will work 16 hours per week in an approved agency under the supervision of a professionally trained staff member. This will be arranged according to the interests of the student. Open only to senior psychology majors. This course may not be included within the 31 hours major requirement.

PSYC 472 — Marriage and Family Counseling. 3 hours. The course will examine counseling strategies in premarital, marital and family situations. Topics will include the use of diagnostic tests such as the Taylor-Johnson Temperament Analysis; the factors necessary for interpersonal harmony in a family; and the dynamics and treatment of disharmonies and conflict as viewed from a number of perspectives including those of Adlerian therapy, Transactional Analysis, systems theory, and behavior therapy. Prerequisites: Seven Psychology courses; PSYC 466 required, 467 recommended.

PSYC 473 — Group Therapy. 3 hours. As para-professionals, scores of psychology graduates lead therapy groups in state hospital, community hospital and agency settings. Therapy group goals, leadership techniques, and treatment and evaluation strategies will be explored. The practices and effectiveness of various models representing the major schools of thought in psychology will be compared. Attention also will be given to the history and varieties of self-help groups such as Alcoholics Anonymous. Prerequisites: Seven Psychology courses; PSYC 466, 467 required; 233 recommended.



Psychology majors observe reactions of fellow students or small animals through one-way glass in this specially constructed lab.

Sociology Department — SOCY

Faculty

JOSEPH F. NIELSON (1969)

Professor of Sociology, Sociology Department Head

B.A., 1949, Olivet Nazarene University

M.A., 1964, Michigan State University

Ph.D., 1972, Michigan State University

MICHAEL LAREAU (1988)

Associate Professor of Sociology

B.S., 1964, Illinois Wesleyan University

M.S.W., 1968, University of Illinois

CYNTHIA LEWIS (1991)

Assistant Professor of Sociology

B.A., 1980, Olivet Nazarene University

M.S.W., 1987, University of Illinois, Jane

Addams School of Social Work

This department shares specific responsibility with other departments in the Division of Social Sciences for the achievement of institutional objectives which aim at the development of personality factors contributing to well-informed Christian citizenship.

The particular aims of the department in the achievement of general institutional objectives are: (1) To inform the students as to the structure and processes of human relationships in their community, ethnic, nationality and other contexts; (2) To train the student in the use of the scientific method in the sociological field; (3) To train the student to practice the Christian concept of altruistic love in all human relationships, group as well as individual; (4) To provide social work and social justice training.

Courses in the Sociology and Anthropology Department are designed to give students the background for a great variety of career options.

Careers in Sociology: Urban planning, administration, personnel work, social work, missionary work, Peace Corps, Vista, clergyman, attorney, economist, political scientist, historian, and in institutional settings.

Careers in Research: government, industry, universities.

Careers in Teaching: Urban problems, demography, race relations, sociology, research methods, criminology, juvenile delinquency.

Careers in Social Work: Foster care, adoption, senior citizens, public aid, child abuse, racial discrimination, juvenile delinquency, family problems, physically handicapped, unwanted pregnancies, mental retardation, rehabilitation, individual and family counseling.

Careers in Social Justice: Probation, juvenile delinquency, parole, transition centers, rehabilitation centers, investigation, prisons, police work, personnel, and counseling.

A 405-hour field placement for social work majors in a public or private agency reinforces the work in the classroom, giving each student "hands-on" experience in these career possibilities. A 270-hour field placement for social justice majors provides a similar experience.

Core Requirements for all Departmental Majors:

SOCY 120 — Introductory Sociology

230 — Marriage and the Family

240 — Social Structures

350 — Urban Sociology

380 — Race and Ethnic Relations

To be supported by 6 hours of History, 6 hours of Psychology, 3 hours of Speech and 2 hours of Philosophy.

Sociology Major: 34 hours. B.A.

Required in addition to the Core:

SOCY 331 — Basic Research and Statistics

332 — Advanced Research and Statistics

381 — Sociology of Religion

451 — Sociology Practicum

471 — Seminar in Social Science

481 — Social Thought

Social Work Major: 50 hours. B.A. or B.S.

Required in addition to the Core:

SOCY 200 — Fields of Social Work

201 — Social Intervention Practicum

302 — Welfare Systems and Services

310, 311 — Social Work Methods

313 — Social Environment and Human Growth

365 — Crisis Intervention

400 — Field Placement (9 hours)

420 — Social Policy Analysis

Social Justice Major: 38 hours. B.A. or B.S.

Required in addition to the Core:

SOCY 201 — Social Intervention Practicum

- 331 — Basic Research and Statistics
 - 343 — Introduction to Criminal Justice
 - 365 — Crisis Intervention
 - 373 — Criminology
 - 393 — Juvenile Delinquency
 - 400 — Field Placement (6 hours)
-

Sociology Minor: 16 hours

Required:

Courses approved by the Department
Head. 10 hours must be upper division.

Social Work or Social Justice Minor: 18 hours

Courses approved by the Department
Head. 10 hours must be upper division.

Typical Courses for Sociology Department Majors

Freshman Year

Introductory Sociology
Freshman Composition
Introduction to Psychology
Bible I
Western Civilization
Physical Education

Sophomore Year

Marriage and the Family
Christian Doctrine
Fundamentals of Speech
Introduction to Philosophy
American Civilization
Social Structures

Courses

SOCY 120 — Introductory Sociology. 3 hours. This course introduces the student to a study of heredity, culture, environment, and the group as they influence personality and group behavior. A brief study is made of propaganda, human ecology, population, institutions, and social process.

SOCY 200 — Fields of Social Work. 3 hours. A survey is made of the various fields of social work; their history, problems, and techniques.

SOCY 201 — Social Intervention Practicum. 1 hour. This course provides the student with an overall exposure to social agencies. By observing actual agency operations (at a minimum of 30 hours over the semester), the students will gain a sense of the options available in social work and social justice. To be taken in conjunction with either SOCY 200 or 343.

SOCY 230 — Marriage and the Family. 3 hours. A brief history of the family is traced with some study of the commoner types of marriage and family organization. Factors making for proper mate selection and marital happiness are considered at length. The healthy family will be emphasized.

SOCY 240 — Social Structures. 3 hours. This course examines the nature of social structure in American Society. Students will be exposed to the concept of structure and its role in sociology. Special attention will be paid to structural topics such as institutions, stratification and bureaucracy.

SOCY 302 — Welfare Systems and Services. 3 hours. A thorough description of all major social welfare programs now in existence in the United States. Social Security, Public Assistant, Medicare, Medicaid, and other programs are examined. Specific attention is given to program analysis, service provision and current trends.

SOCY 310, 311 — Social Work Methods I and II. 3 hours each. Concentration on the methodologies and techniques of social work and their relationship to the various fields of social services. Special attention is given to social work practice over a wide spectrum of cultural diversity. SOCY 311 is a continuation of SOCY 310.

SOCY 313 — Social Environment and Human Growth. 3 hours. Social systems of which each individual is a part are examined in light of human development. The course will deal with areas such as community, family, and social networks. A bio psychosocial approach to social work practice is developed.

SOCY 321 — Social Psychology. 3 hours. Same as PSYC 321.

SOCY 331 — Basic Research and Statistics. 4 hours. Same as PSYC 331.

SOCY 332 — Advanced Research and Statistics. 3 hours. Same as PSYC 332. Prerequisite: SOCY 331.

SOCY 343 — Introduction to Criminal Justice. 3 hours. This course examines the American system of criminal justice. It serves as an overview to the nature and relationship of the various justice agencies. Issues in policework, the courts and corrections will be examined in depth.

SOCY 350 — Urban Sociology. 3 hours. Same as SSCI 350.

SOCY 364 — Anthropology. 3 hours. This course is designed to provide the student with an introductory survey of cultural anthropology. It should provide the students with training enabling them to appreciate the cultures of all peoples and lead them to a better perspective for the understanding of their own culture.

SOCY 365 — Crisis Intervention. 3 hours. The etiology and impact of crisis in individual and family life is examined. This course will emphasize both theoretical and practical knowledge which social workers need to possess in guiding others through a crisis.

SOCY 373 — Criminology. 3 hours. The focus of this course is on the nature and measurement of crime. Theories of criminal behavior will be examined with an eye toward effectively dealing with the problem of crime in society. Offered in fall semester of alternate years.

SOCY 374 — World Food Problem. 3 hours. This is an interdisciplinary study including biological, chemical, sociological, economic, public health, and educational aspects. Important features of the world food problem and major possibilities for improvement are discussed. Student presentations as well as individual and group projects are given special emphasis.

SOCY 380 — Ethnic Relations. 3 hours. Ethnic relations will be considered in a theoretical framework. The aim is to impart a sociological understanding of minority groups in all cultures.

SOCY 381 — Sociology of Religion. 3 hours. A sociological consideration of religion related to culture, society, and the individual. One unit deals with personal experience in religion. Offered in the spring semester of alternate years.

SOCY 393 — Juvenile Delinquency. 3 hours. A study of the problems of juvenile delinquency in America, including its nature and causes, the juvenile justice system, and the methods of treatment, probation, detention and prevention. Offered in fall semester of alternate years.

SOCY 400 — Field Placement. 6 - 9 hours. A minimum of 27 hours per week in an approved agency under the supervision of a trained professional. This will be arranged according to the interests of the students. Senior year is the appropriate year for this course. Some consideration will be given to juniors, where necessity dictates.

SOCY 420 — Social Policy Analysis. 3 hours. This class will examine the value system upon which the present social welfare system is built. Past and present social policy will be examined with a view toward the development of future social policy. Political and social systems of the U.S. will be the focus, as will a thorough examination of the public and private sectors' roles. The welfare systems of other Western nations will provide a basis for comparison. The student will examine their personal values in the light of the above.

SOCY 451 — Sociology Practicum. 3 hours. This course provides students in the Sociology major with advanced opportunities in research and evaluation. Students will work on approved projects under the supervision of a faculty member. Prerequisites: SOCY 331 and 332.

SOCY 471 — Seminar in Social Science. 3 hours. Same as SSCI 471.

SOCY 481 — Social Thought. 3 hours. A study of the contribution of leaders in the field of sociology, with emphasis on historical and contemporary theorists. Offered in spring semester of alternate years.



Dr. Joseph Nielson leads a discussion of several students majoring in sociology.



Aerial view of the campus, looking northeast, in the same general direction as the campus map on page 208. October 1990.

Chapter 8

School of Graduate and Adult Studies

Stephen M. Pusey, Dean

Mooneyan Armstrong, Administrative Assistant

Henry Smith, Director of Academic Services

Carol Maxson, Director of Student Services

Recognizing that learning continues throughout life, Olivet Nazarene University serves adults interested in pursuing graduate and undergraduate professional studies.

The School of Graduate and Adult Studies attempts

1. to provide degree programs for the intellectual and personal growth of adult students which integrate education, values and faith in learning experiences, and
2. to offer educational degree programs to adult students whose occupations, family responsibilities, or personal preferences do not permit them to spend major blocks of time in residence on the campus.

Generally, the programs seek to provide adults with comprehensive and practical education through integrated curricular models which draw on the theories, resources and knowledge of all relevant disciplines, including the liberal arts, in order to enable students to study, analyze, and evaluate problems from a broad perspective.

The focus is on the skills viewed as necessary for successful professional career performance and service, including written and oral communication, group interaction, problem solving, planning, and decision making. An emphasis is placed on making decisions based on ethical and moral values.

Most of these programs are offered in special packages in which the degree may be earned in less than two years by enrolling in classes which meet once or twice a week, or in some programs, through classes which meet for one week, two or three times a year.

Detailed information is published in the Bulletin of the School of Graduate and Adult Studies, which is available through the school's office in the Marquart House on East University Avenue in Bourbonnais. Phone (815) 939-5291

The Degree Completion Programs

The degree completion programs are designed for adult professionals who have already earned at least 60 hours of transferable college credit, and have completed relevant work experience related to the degree program.

Programs available are the Bachelor of Science in Practical Ministries, the Bachelor of Science in Human Resource Management, the Bachelor of Applied Science in Supervision and Leadership, and the degree completion track for the Bachelor of Science with a major in Nursing.

The Graduate Programs

The School of Graduate and Adult Studies offers courses leading the Master of Arts degree with a major in Religion, Master of Arts in Education with majors in Curriculum and Instruction, Elementary Education, Elementary Education, English/Language Arts, Reading, Social Studies and Science Education, as well as the Master of Arts in Teaching degree.

Programs for the Master of Business Administration, Master of Church Management, and Master of Pastoral Counseling degrees are also offered.

Master of Arts in Education

The School of Graduate and Adult Studies at Olivet Nazarene University is committed to providing solid master's degree programs for teachers as it has been doing for over 20 years. In the fall of 1985, the first "packaged" program was begun in English/ Language Arts Education followed by an Elementary Education "package" in the spring semester 1986. This concept involves recruiting a class of teachers who are interested in a particular program of study and moving that group through a sequence of courses together, culminating in the awarding of the Master of Arts in Education degree.

Features of the "Package Concept"

1. No more than one class is taken during each of the regular four academic semesters.
2. Each class meets only one night per week.
3. Only one concentrated summer session which includes two one-week workshops.
4. Degree completion in only 20 months.
5. Tuition of the program has also been "packaged," resulting in the total cost being much less than if one were paying on a per semester hour basis.
6. Tuition payments may be spread over the life of the program.

Program Objectives

Elementary Education

1. Enrich the preparation of experienced elementary school teachers.
2. Supplement and strengthen areas of teacher preparation and specialization.
3. Increase performance levels.
4. Propose innovative practices.
5. Maintain current contact with reported research results.

Secondary Education

- 1. Recognize and foster scholarship through the media of post-baccalaureate instruction, seminars, and research.
- 2. Develop professional skills and competencies in a field of concentration.
- 3. Allow for the completion of selected professional credential programs.
- 4. Encourage the acquisition and development of thorough techniques of research.
- 5. Develop a deeper understanding of ethics and values from the Christian perspective.
- 6. Enable the graduate student to further his education, improve his ability to do critical thinking, and relate himself more effectively to other persons through programs of instruction leading to the Master of Arts in Education.
- 7. The programs are focused in specialized areas representing various disciplines taught at the secondary level, i.e., English/Language Arts Education and Social Studies Education.

Master of Arts in Education Programs

Elementary Education: 30 hours. M.A.E.

Stephen M. Pusey, Ph.D., Coordinator

Required:

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
EDUC 611 – Methods of Educational Research	4 hours
EDUC 627 – Teaching Reading in Elementary School: Assessment and Remediation	4 hours
EDUC 630 – Computer Applications in Elementary Instruction	4 hours
EDUC 635 – Trends in Elementary Curriculum	4 hours
EDUC 639 – Contemporary Issues in Education	4 hours
EDUC 684 – Workshop: Strategies for Supervising Student Teachers	1 hour
EDUC 686 – Workshop: Creative Writing in the Elementary Grades	1 hour
Students will choose one of the following options to complete requirements for their degree:	
EDUC 695 – Creative Project, or	4 hours
EDUC 699 – Thesis, or Approved Non-Thesis Option	4 hours

Curriculum and Instruction: 32 hours. M.A.E.

Stephen M. Pusey, Ph.D., Coordinator

Required:

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
EDUC 603 – Learning Theories and Instruction	3 hours
EDUC 604 – Teaching for Thinking: A Cognitive Approach	4 hours
EDUC 605 – Teaching for the Affect: the Forgotten Domain	3 hours
EDUC 611 – Methods of Educational Research	4 hours
EDUC 633 – Trends in Curriculum	4 hours
EDUC 639 – Contemporary Issues in Education	4 hours
EDUC 695 – Creative Process or EDUC 699 – Thesis	4 hours
EDUC 697 – Research Seminar	2 hours

English/Language Arts Education: 30 hours. M.A.E.

Stephen M. Pusey, Ph.D., Coordinator

Required:

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
ENGL 603 – Writing Theory and Pedagogy	4 hours
EDUC 611 – Methods of Educational Research	4 hours
ENGL 668 – Adolescent Literature	4 hours
ENGL 670 – World Literature	4 hours
EDUC 676 – Seminar in Teaching English	4 hours
EDUC 684 – Workshop: Strategies for Supervising Student Teachers	1 hour
EDUC 685 – Workshop: When You Have to Coach Dramatics, Literary Contests and Publications	1 hour

Students will choose one of the following options to complete requirements for their degree:

EDUC 695 – Creative Project or	4 hours
EDUC 699 – Thesis, or Approved Non-Thesis Option	4 hours

Social Studies Education: 30 hours M.A.E.

Stephen M. Pusey, Ph.D., Coordinator

Required:

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
EDUC 662 – Social Science Seminar	4 hours
EDUC 611 – Methods of Educational Research	4 hours
EDUC 664 – Seminar in Teaching History	4 hours
EDUC 666 – Issues and Strategies of Global Education	4 hours
EDUC 639 – Contemporary Issues in Education	4 hours
EDUC 687 – Workshop: Writing to Learn in the Social Studies	1 hour
EDUC 685 – Workshop: Strategies in Supervising Student Teachers	1 hour

Students will choose one of the following options to complete their program of study:

EDUC 695 – Creative Project, or	4 hours
EDUC 699 – Thesis, or Approved Non-Thesis Option	4 hours

Education: Reading. 30 hours M.A.E.

Dixie Turner, Ph.D., Coordinator

Required:

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
EDUC 611 – Methods of Educational Research	4 hours
EDUC 627 – Teaching Reading in Elementary School: Assessment and Remediation	4 hours
EDUC 642 – Fundamentals of Reading Techniques	4 hours
EDUC 648 – Reading Instruction in the Content Areas	4 hours
EDUC 669 – Children's Literature in the Reading Program	4 hours
EDUC 677 – Workshop: Diagnostic Teaching Techniques in Reading	1 hour
EDUC 678 – Workshop: Clinical Practicum in Reading	1 hour

And one of the following options:

EDUC 695 – Creative Project or	4 hours
EDUC 699 – Thesis or Approved Non-Thesis Option	4 hours

Science Education: 30 hours. M.A.E.*Al Fleming, Ph.D., Coordinator***Required:**

EDUC 601 — Philosophical and Psychological Concepts of Education	4 hours
EDUC 611 — Methods of Educational Research	4 hours
CHEM 600 — Matter and Energy	4 hours
GEOL 610 — The Universe	4 hours
GEOL 620 — The Earth	4 hours
BIOL 630 — Resources and Environment	4 hours
CSIS 640 — Computers in Science Education	2 hours

And one of the following options:

EDUC 695 — Creative Project or	4 hours
EDUC 699 — Thesis	4 hours

Master of Arts in Teaching

Elementary and Secondary Programs*Stephen Pusey, Ph.D., Coordinator*

The Master of Arts in Teaching is offered in either Elementary or Secondary Education programs. These are designed for students with baccalaureate degrees who desire the Illinois Standard Elementary or Secondary teaching certificate.

The emphasis of the program is placed on meeting the entrance requirements to the profession. Professional study is combined with practical classroom experience. The focus is on the preparation of prospective teachers who will provide learning opportunities for children, with concern for them as human beings and for their unique learning behaviors.

Upon successful completion of Olivet's M.A.T. program, the graduate is eligible to be recommended by Olivet to the Illinois State Board of Education for a Standard Teaching Certificate, either Elementary (K-9) or High School (6-12), depending on the course chosen by the graduate student.

In this program, no more than one class and one two-week workshop is taken during each of the three regular academic semesters. Each class meets only one night a week.

A concentrated summer session includes two two-week workshops and an intense four-week session. During the last semester of the program, the student must be able to complete a student teaching experience from approximately 8 a.m. to 4 p.m. each weekday for 12 consecutive weeks.

Master of Arts in Teaching/Elementary Education: 36 hours. M.A.T.**Required Courses:**

EDUC 601 — Philosophical and Psychological Concepts of Education	4 hours
EDUC 611 — Methods of Educational Research	4 hours
EDUC 627 — Teaching Reading in Elementary School: Assessment and Remediation	4 hours
EDUC 602 — Education of the Exceptional Child	3 hours
EDUC 651 — Clinical Experience in Elementary Education	2 hours
EDUC 675 — Workshop: Teaching Elementary School Language Arts	1 hour
EDUC 679 — Workshop: Teaching Elementary School Social Studies	1 hour

EDUC 674 – Workshop: Teaching Elementary School Art	2 hours
EDUC 673 – Workshop: Teaching Elementary School Mathematics	2 hours
EDUC 671 – Workshop: Teaching Elementary School Science	2 hours
EDUC 670 – Workshop: Children's Literature	2 hours
EDUC 668 – Workshop: Classroom Management and Discipline	1 hour
EDUC 692 – Student Teaching in the Elementary School	8 hours

Master of Arts in Teaching/Secondary Education: 36 hours. M.A.T.

Required Courses:

EDUC 601 – Philosophical and Psychological Concepts of Education	4 hours
EDUC 611 – Methods of Educational Research	4 hours
EDUC 653 – Teaching Reading in the Content Areas	4 hours
EDUC 602 – Education of the Exceptional Child	3 hours
EDUC 641 – Principles and Methods of Teaching in Secondary Schools	4 hours
EDUC 652 – Clinical Experience in Secondary Education	2 hours
EDUC 667 – Current Issues in the Content Areas	2 hours
EDUC 643 – Methods of Teaching in the Content Areas	2 hours
EDUC 661 – Workshop: Measurement and Evaluation	1 hour
EDUC 660 – Workshop: Writing Across the Curriculum	1 hour
EDUC 668 – Workshop: Classroom Management and Discipline	1 hour
EDUC 691 – Student Teaching in the Secondary School	8 hours

Descriptions of these courses and additional information about these M.A.T. programs for elementary and secondary teaching are included in the Olivet **Graduate Bulletin**.

Master of Arts: Religion

David Whitelaw, D.Th., Coordinator

Objectives

The Graduate Program has as its major goal the preparation of students at the graduate level for vocations as Christian ministers, especially in the Church of the Nazarene. The following objectives are intended to achieve this goal:

1. To assist students in developing the critical and practical skills for exegesis, interpretation, and theological understanding of the Bible and its utilization in preaching and teaching.
2. To encourage students to do competent research and writing in preparation or preaching and teaching.
3. To develop in students an appreciation for, and understanding of, the history and theology of the classical Christian tradition.
4. To develop in students an appreciation for, and understanding of, the history and theology of the Wesleyan and holiness tradition.
5. To acquaint students with contemporary issues in biblical studies, theology, and the mission and ministry of the church.

6. To enlarge students' awareness of the contemporary world and its implications for the church.
7. To facilitate students' integration of theological studies with their general education, equipping them to understand, communicate with, and help people.
8. To equip students to preach as effective and persuasive communicators with spiritual authority and enthusiasm for the gospel.
9. To motivate students to become lifelong learners, who increasingly grow spiritually, live responsibly, think clearly, read broadly, and serve redemptively.
10. To help students become more proficient in the total ministry of the church.

Religion: 30 hours M.A.

Courses:

THEO 600 — Wesleyan/Theology, 609 — Practicum	4 hours
THEO 610 — Biblical Theology, 619 — Practicum	4 hours
BLIT 620 — Biblical Exegesis, 629 — Practicum	4 hours
THEO 630 — Ministry to People, 639 — Practicum	4 hours
THEO 640 — The Church, 649 — Practicum	4 hours
THEO 650 — American Christianity, 659 — Practicum	4 hours
THEO 670 — World Christianity, 679 — Practicum	4 hours
THEO 680 — Master's Paper/Project	2 hours

Normally each of the above courses will be offered every calendar year: three courses and their corresponding practica during the fall; three, during the spring; and one each summer. The general content of each of these courses is described in the **Graduate Bulletin**. The specific emphasis of each course, which varies from year to year, is indicated by the subtitle announced in the Course Schedule.

Course Requirements and Program Options:

All students are required to take each of the seven three-hour courses. Option A: Normally students will also take each of the seven one-hour practica. Option B: Students may choose, subject to the approval of the Program Coordinator, to take only four of the practica and replace the omitted three hours by repeating either THEO-610 or BLIT-620, providing it has a different emphasis and subtitle.

Students complete the requirements for graduation in one of two ways: Paper/Project Option: Students may complete the 30 hour program by completing the requirements for THEO-680. Non-Thesis Option: Students who elect not to write a master's paper may petition to take the Diagnostic/Advisory Examination and, upon the approval of the Program Coordinator, repeat a three-hour course (other than the one chosen in Option B), providing it has a different emphasis and subtitle, and thus complete a 31-hour program.

Courses in graduate religion attempt to relate the theory and practice of Christian ministry. Every three-semester-hour course has a corresponding one-semester-hour supervised practicum associated with it. Students who are concurrently in a full or part-time ministerial assignment complete their practica as a part of the fulfillment of that assignment. Students who are not concurrently in ministry must arrange for the setting of their practica. All practica assignments are subject to the approval of the Program Coordinator and the Practicum Supervisor.

This approach attempts (1) to provide a clearer conceptual link between biblical and theological studies and the practical work of ministry than one that sharply distinguishes

academics and practices: (2) to integrate the study of Bible, Theology, and Practices so as to blur the somewhat artificial distinctions between them; and (3) to keep in focus the goal of religious studies as the service of God and people through the various ministries of the church.

Master of Church Management

Joseph Nielson, Ph.D., Coordinator

This degree program is intended to provide training in church management for pastors with experience in the pastoral ministry. Three seminars a year will be offered on campus: one in September, one in January and one in May. Pastors will have concentrated studies during these seminars with a variety of ecumenical speakers. The week of residence will include 50 hours of classwork and discussion groups. Work relating to these seminars (readings and papers) will be assigned for home study between the on-campus meetings.

Objectives

1. To create a fellowship of learning experiences for pastors in an academic setting in which they may analyze the interrelationship between normative theological training and practical managerial techniques.
2. Self-improvement.

Features

1. Sessions begin at 2:00 p.m. on Mondays and close at 12:00 noon on Fridays.
2. On-campus housing and meal plan available for some sessions.

Requirements for Admission

1. A bachelor's degree from a regionally accredited college or university,
2. A completed application form,
3. An official transcript showing the undergraduate degree earned,
4. A grade point average of 2.3 or better (4.0 scale),
5. Documented ability to pursue graduate study,
6. Moral character consistent with attendance at a Christian University,
7. Active in church ministry,
8. A minimum of 16 hours in religion.

Requirements for Graduation

1. Completion of eight seminars on campus with interim work for 24 hours of credit, a four-hour credit practicum, and two credit hours for independent readings and research.
2. Fulfillment of all general graduation requirements as listed in the Graduate Bulletin.

Master of Church Management: 30 hours. M.C.M.

Required:

THEO 501 – Preaching That Communicates	3 hours
THEO 502 – Group Dynamics	3 hours
THEO 503 – Church and the Family	3 hours
THEO 504 – Pastor and Church Finances	3 hours
THEO 505 – Renewing the Spirit of Revival	3 hours
THEO 506 – Self Development	3 hours
THEO 507 – Multiple Groups	3 hours
THEO 508 – Expository Studies	3 hours
THEO 511 – Research Paper	2 hours
THEO 512 – Practicum	4 hours

Master of Pastoral Counseling

Joseph Nielson, Ph.D., Coordinator

This degree program is open to qualified individuals with a bachelor’s degree from a regionally accredited college or university. Those without the required pre-requisites may be admitted on a “Conditional” basis and will be required to remove any deficiencies within a specific amount of time. The program is designed with nine weeks of on-campus study, and a one week practicum of documented in-service practice for a total of 30 semester hours of credit with completion possible in three years.

Students are admitted into the MPC program on the basis of their previous academic record, and other pertinent information from their applications. Specific requirements for admission are listed below.

Objectives

1. Training in Pastoral Counseling for pastors with experience in pastoral ministry.
2. Analysis of the interrelationship between the pastor’s role as a minister of the Gospel and a counselor.
3. Creating a fellowship of learning experience for pastors in an academic setting.
4. Making it easy for pastors to update, increase and expand their skills.
5. Integrating psychological principles with holy living.

Features

1. Emphasis on training rather than only teaching.
2. Principles and practice.
3. Internalization of skills.
4. Broad use of current literature.
5. The best available faculty regardless of where they are located, chosen on an ecumenical basis.
6. Curriculum broken down into phases which are separated by months of on-the-job application in the local church with counsel available from an instructor.
7. On-campus housing and meal plan available.

Requirements for Admission

1. A bachelor's degree from a regionally accredited college or university,
2. A completed application form,
3. An official transcript showing the undergraduate degree earned,
4. A grade point average of 2.3 or better (4.0 scale),
5. Documented ability to pursue graduate study,
6. Moral character consistent with attendance at a Christian University,
7. Active in church ministry,
8. Completion of adequate courses in religion and/or ministerial experience.

Requirements for Graduation

1. The MPC requires completion of 27 semester hours of coursework and 3 semester hours of practicum.
2. Fulfillment of all general graduation requirements as listed in the Graduate Bulletin.

Master of Pastoral Counseling: 30 hours. M.P.C.

Required:

THEO 631 – Communication and Listening Skills	3 hours
THEO 632 – Development of Philosophical Perspective of Counseling/Understanding Yourself	3 hours
THEO 633 – Marriage and Family Dynamics	3 hours
THEO 634 – Intervention in Spiritual and Emotional Problems	3 hours
THEO 635 – Introduction to Behavior Disorders and Resources	3 hours
THEO 636 – Pastoral Intervention in Addictive Disorders	3 hours
THEO 637 – Life Cycle Pastoral Counseling	3 hours
THEO 638 – Church Programming for Personal Growth	3 hours
THEO 641 – Legal, Ethical, and Practical Issues of Pastoral Counseling	3 hours
THEO 687 – Internship/Practicum Experience	3 hours

Master of Business Administration

Robert M. Hubbard, Ed.D., Coordinator

The Olivet MBA program is open to qualified individuals with a bachelor's degree from a regionally accredited college or university. The program is designed in such a way that individuals with an undergraduate degree in business can earn the MBA in 36 semester hours. Those without the relevant academic and/or job experience background may be required to complete as many as 18 semester hours before attempting advanced work.

Students are admitted into the MBA program on the basis of previous academic record, work experience, pertinent information from their applications, and a personal interview. A new class of students will be admitted each fall semester.

Benefits of an MBA

The Olivet Nazarene University Master of Business Administration degree program provides the tools and learning environment to assist you in:

- 1. Linking state-of-the-art business theory with actual practice,
- 2. Developing the skills necessary to become a more effective manager,
- 3. Preparing to assume greater responsibility and meet new challenges, evaluating the ethical and legal implications of business decisions.

The Olivet MBA program is a part-time program for the business professional. It is designed to accommodate his working schedule.

- 1. Classes are offered on Monday and Thursday evenings.
- 2. Maximum of 35 students in a class.
- 3. Completion of the degree in 22 months.
- 4. Extensive integration of microcomputers in the curriculum.
- 5. An entering class will stay together throughout the program. Students will benefit from this extended association with other managers.
- 6. A guaranteed tuition cost for the entire program, assuming one continues with his entering class.
- 7. Classes are held at a convenient location. Travel time is minimal, and there are no traffic jams or parking problems.
- 8. Classes are taught by professors who combine a knowledge of the “cutting edge” of business theory with extensive personal business experience.
- 9. The program combines the classroom experience with current on-the-job projects and activities.
- 10. The program offers a curriculum that examines the ethical and legal aspects of the operation of a business within a community environment, and thereby provides for a philosophy and way of conducting business that emphasizes long-term corporate accountability as well as short-term profitability.

Master of Business Administration: 36 hours. M.B.A.

Required:

BSNS 669 — Human Resource Management	3 hours
BSNS 601 — Managerial Accounting	3 hours
BSNS 611 — Business Research and Report Writing	3 hours
ECON 605 — Managerial Economics	3 hours
BSNS 680 — Current Issues in Business	3 hours
BSNS 616 — Financial Management	3 hours
BSNS 653 — Marketing Management	3 hours
BSNS 690 — Business Policy	3 hours
BSNS 640 — Organizational Behavior & Communication	3 hours
BSNS 661 — Operations Management	3 hours
BSNS 695 — Leadership Seminar	3 hours
BSNS 697 — Project or	3 hours
BSNS 698 — Thesis	3 hours

Chapter 9

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M.R.E., Southwestern Baptist Theological
Seminary

Ed.D., Southwestern Baptist Theological
Seminary

D.Min., Southern Methodist University

Post-Doctoral Study, Harvard University

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Ph.D., University of Illinois

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M.S., United States International
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M.A., Illinois State University

M.S., University of Illinois

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Ph.D., Ohio State University

CAROL MAXSON

Director of Student Services

B.A., M.A.E., Olivet Nazarene University

Faculty Members

This alphabetical listing of members of the faculty gives reference to the department in which they teach, where a more complete listing of their positions and degrees is shown.

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Douglas Armstrong, *Chemistry*
David Atkinson, *Mathematics*
Brian Baker, *Physical Education*
Catherine Bareiss, *Computer Science*
William Bell, *Psychology*
Ray E. Bower, *Psychology*
John C. Bowling, *Theology*
Robert Branson, *Biblical Literature*
Stephen Brown, *Mathematics*
Richard Colling, *Biology*
Ruth M. Cook, *English*
William Dean, *History*
Mary Ada Dillinger, *Library*
Paul Dillinger, *Nursing*
Lora Donoho, *Education*
Susan Hobbs Draine, *Nursing*
D. George Dunbar, *Music*
Alice Edwards, *Music*
Ruthmarie Eimer, *Music*
C. William Ellwanger, *Theology*
Eric Erickson, *Engineering*
Larry Ferren, *Chemistry*
Alfred Fleming, *Geological Sciences*
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Franklin Garton, *Psychology*
Michael Gingerich, *Engineering*
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Linda Greenstreet, *Nursing*
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LaVerne Jordan, *Psychology*
David Kale, *Speech Communication*
Charlotte Keck, *Nursing*
Kristin King, *Spanish*
Jim Knight, *Psychology*
Susan Kruse, *English*

Michael LaReau, *Sociology*
Angela Latham-Jones, *Speech Communication*
Carole Britton Leake, *Business*
Cynthia Lewis, *Sociology*
D. Regina Lindsey, *Speech Communication*
Shirlee A. McGuire, *English*
Rick Miller, *Accounting*
Connie Milton, *Nursing*
Timothy Nelson, *Music*
Ivor Newsham, *Physics*
Joseph Nielson, *Sociology*
Joe M. Noble, *Music*
Brenda Patterson, *Physical Education*
Stephen Pusey, *Education*
Max Reams, *Geological Sciences*
Frances Reed, *Education*
Phyllis Reeder, *Nursing*
John Reiniche, *Music*
Don Revell, *Physical Education*
Diane Richardson, *Home Economics*
Ritchie Richardson, *Physical Education*
Steven Rice, *Accounting*
Ralph Robinson, *Physical Education*
Donald Royal, *Art*
J. Ottis Sayes, *Christian Education*
Jeff Schimmelpfennig, *Physical Education*
Henry Smith, *Speech Communication*
Robert Smith, *Theology*
Sara Spruce, *Education*
Gary W. Streit, *English*
Vicki Trylong, *Modern Language*
Dixie Turner, *Education*
Larry D. Vail, *Computer Science*
John VanderMeer, *Physical Education*
Kathryn Van Fossan, *Library*
Larry Watson, *Physical Education*
David Whitelaw, *Theology*
Judith Whitis, *English*
Rubalee Wickland, *Home Economics*
Carolyn Wilkes, *Home Economics*
Sue Williams, *English*
Jo Williamson, *English*
Robert Wright, *Biology*
Joseph York, *Media Services*

Faculty Emeriti

LESLIE PARROTT (1975-1991)

President Emeritus

B.A., M.A., Ph.D., D.D.

WILLIS E. SNOWBARGER (1949-1986)

Vice President for Academic Affairs Emeritus.

Professor of History Emeritus

B.A., M.A., Ph.D., LL.D.

LEONARD E. ANDERSON (1950-1986)

Associate Professor of Business Administration and Economics Emeritus

B.S., M.S., CPA

EARL E. BARRETT (1954-1966)

Assistant Professor of Philosophy Emeritus

B.A., B.D., S.T.M., S.T.D., M.A., Ph.D.

WILLIAM D. BEANEY (1961-1991)

Associate Professor of Biology Emeritus

B.S., M.S.

FOREST T. BENNER (1964-1981)

Professor of Theology Emeritus

B.S., S.T.B., Th.M., Ph.D.

HARVEY A. COLLINS (1953 - 1991)

Associate Professor of Art Emeritus

B.F.A., M.F.A.

WILLIAM W. DEAN (1972-1990)

Professor of Theology Emeritus

B.A., M.Div., Ph.D.

JACK W. FURBEE (1970-1989)

Professor of Education Emeritus

B.A., M.A., Ed.D.

JEWELL GROTHAUS (1948-1981)

Assistant Professor of Violin Emerita

B.Mus., B.S., M.Mus.Ed

VERNON T. GROVES (1955-1977)

Professor of Education Emeritus

B.S., M.A., Ph.D.

HARVEY HUMBLE (1946-1980)

Professor of History Emeritus

B.A., M.A.

GUNNELL JORDEN (1966-1982)

Assistant Professor of English Emerita

B.A., M.A.

NAOMI LARSEN (1935-1975)

Professor of Piano and Voice Emerita

B.Mus., M.Mus., (piano), M. Mus. (voice)

BILLIE J. MATHENY (1964-1980)

Professor of Education Emerita

B..A., M.S., Ph.D.

LLOYD G. MITTEN (1944-1977)

Professor of Business Administration and Economics Emeritus

B.S., M.S., Ph.D., C.L.U.

MARJORIE MAYO MOORE (1964-1984)

Associate Professor of Education Emerita

B.S., M.S.

RAY H. MOORE (1965-1983)

Associate Professor of Media Services Emeritus

B.Mus., M.A., D.Mus.

LOTTIE I. PHILLIPS (1965-1989)

Associate Professor of English Emerita

B.A., M.A.

C. W. WARD (1958-1980)

Associate Professor of Physical Education Emeritus

B.S., M.Ed., Dir. P.E.

HARRY R. WESTFALL (1967-1986)

Professor of Education Emeritus

B.A., M.A., B.D., M.S.Ed., Ph.D.

ALLAN L. WIENS (1967 - 1992)

Associate Professor of Library Science Emeritus

Th.B., B.D., B.A., M.Lib. Sci.

MINNIE WILLS (1971 - 1991)

Associate Professor of Spanish Emerita

B.A., M.A.

WILLIAM WOODRUFF (1968 - 1991)

Associate Professor of Biblical Literature Emeritus

B.A., M.Div., M.R.E., M.Th.

Degree and Enrollment Statistics

Degrees Granted (July 1-June 30)

	1989	1990	1991
Associate of Arts	26	28	5
Bachelor of Arts	122	103	103
Bachelor of Science	138	162	151
Bachelor of Theology	2	3	4
Master of Arts	7	4	3
Master of Arts in Education	32	38	37
Master of Church Management	6	2	5
Master of Arts in Religion	14	3	1
Master of Business Administration	18	17	16
Master of Pastoral Counseling	10	11	2
Master of Arts in Teaching			10
Total	375	371	337

Fall Enrollment Statistics

	1989	1990	1991
College Level			
Freshmen	622	528	559
Sophomores	371	331	328
Juniors	271	317	295
Seniors	245	217	280
Other Undergraduates	100	134	56
Adult Studies, Undergraduate			228
Graduate	266	173	152
Total Enrolled	1,875	1,700	1,898
Equivalent full-time students (15 semester hour load)	1,659	1,560	1,673

Student Credit Hours by Division

	Fall, 1989	Fall, 1990	Fall, 1991
Business	2,793	2,282	2,272
Communication	4,383	3,903	3,809.5
Education	1,868	1,962	1,972
Fine Arts	1,844.5	1,654	1,703.5
Health Sciences	1,389	1,394.5	1,546
Natural Sciences	4,570	4,115.5	4,609
Religion	3,459	2,783	2,738
Social Sciences	3,962	4,242	4,234
General Studies	621	473	479
Adult Studies		587	1,728
Total	24,889.5	23,396	25,091

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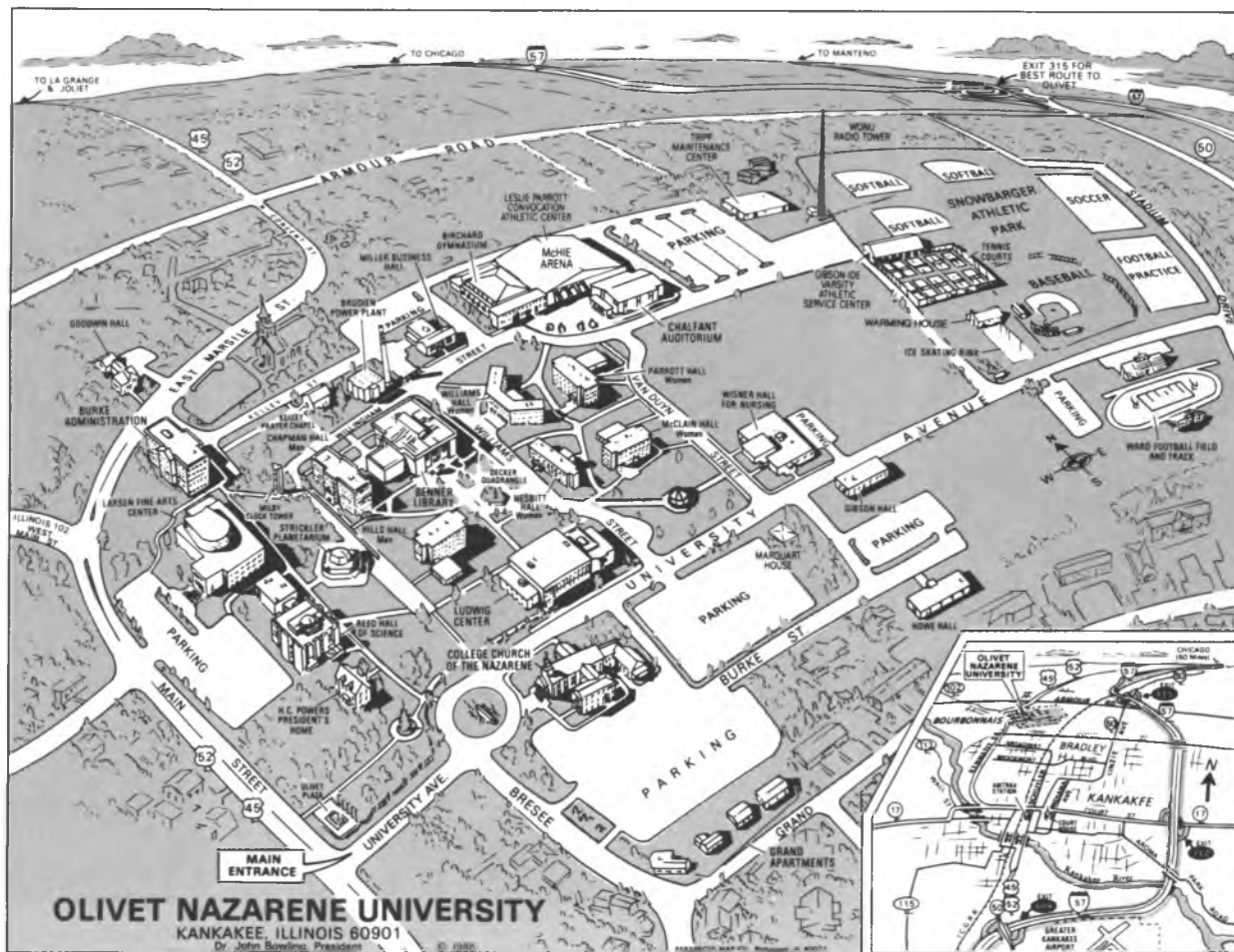
Tigers jump for joy when they win NAIA District 20 championship for the fourth straight year in March 1992 over McKendree. Photo by Bill Jurevich, Courtesy of The Daily Journal.



Olivet wins in Kansas City! Tiger shooting stopped Wayland Baptist 82-65 at NAIA Division I on March 18, 1992 in Kemper Arena. Tim Sennett (22), Corey Zink (55) and Bob Cook (30) led the action.

Three-pointers led the offense against Wayland Baptist. Tom Sennett (24), Shane Davis (4), Brian Williams (34) and Bob Cook (30) are in this play. Tigers ended the season 25-11.





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Interest Survey

Olivet Nazarene University

SOCIAL SECURITY NO. _____ - _____ - _____

Intramural Sports:

Olivet Nazarene University Calendar 1992-1994

Fall Semester 1992

August 24	Orientation for Freshmen/Transfers
August 25	Registration Day
August 26	Wednesday, 7:30 a.m., classes begin
September 20-23	Fall Revival
September 21	Final day to drop Block I classes
October 12	Fall Break - Monday only classes will meet
October 19	Mid Semester (Block II classes begin)
November 13-15	Homecoming
November 13	Final day to drop Block II classes
November 24	Thanksgiving Holiday begins at 5:00 p.m.
November 30	Monday only classes will meet
December 1	Tuesday, 7:30 a.m., Thanksgiving recess ends
December 14-17	Final Examinations - Monday - Thursday

Spring Semester, 1993

January 11	Registration Day and Orientation for New Freshmen/Transfers
January 12	Classes Begin, 7:30 a.m.
February 8	Final Day to drop Block III classes
February 14-17	Spring Revival
February 19	Friday - Study Break
March 4	Thursday, Block IV classes begin
March 19	Spring Recess begins at 5:00 p.m.
March 29	Monday, 7:30 a.m., Spring recess ends
April 6	Final day to drop Block IV classes
April 9-12	Easter Break
April 12	Monday only classes will meet
May 3-6	Final Exams - Monday to Thursday
May 7	Friday, Baccalaureate Sermon
May 8	Saturday, 9:30 a.m., Commencement Convocation

1993

August 23
August 24
August 25
September 19-22
September 20
October 11
October 18
November 5-7
November 12
November 23
November 29
November 30
December 13-16

1994

January 10
January 11
February 7
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May 2-5
May 6
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